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ABSTRACT

The objectives of this project were (1) to develop participant feedback materials that can be used by local adult vocational education (AVE) administrators for program planning, implementation, and evaluation and (2) to determine why participants enroll in AVE programs. A follow-up survey which contained key items from the follow-through system surveys was developed. This instrument was field tested on former AVE participants in four Indiana school systems to determine its feasibility for conducting a state-wide base line survey of adult vocational education. The pilot study indicated that most adults do not enroll in AVE programs to learn basic skills and knowledge for securing immediate employment. Research showed that participants enroll in AVE programs for a diversity of purposes: to upgrade previous training or to learn basic skills and knowledge in order to secure a job, to change jobs either in relation to immediate or future employment, to prepare for entry into advanced training programs, to explore careers, or to pursue a leisure interest. (The following AVE participants feedback system products are included: a sample registration form, an in-program survey, an exit survey, and a participant employer post program survey.) (Author/CSS)

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FINAL REPORT

ADULT VOCATIONAL EDUCATION FOLLOW THROUGH

A System for Participant Feedback for Decision Makers

Principal Investigator

Thomas R. White

Project Director

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Project Number: 13-76-C-6

U.S. DEPARTMENT OF HEALTH,
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ABSTRACT

Purpose. The objectives of this project were: 1) to develop participant feedback materials that can be used by local adult vocational education (AVE) administrators for program planning, implementation, and evaluation, and 2) to conduct research to determine why participants enroll in AVE programs.

Procedures. A general follow-up survey was developed which combined into one instrument key items from the follow-through system surveys. This instrument was field tested on former AVE participants in four different school systems in Indiana to determine its feasibility for conducting a state-wide base line survey of adult vocational education. The pilot study corroborated the research which indicated that most adults do not enroll in AVE programs for the purpose of learning basic skills and knowledge for securing immediate employment.

This study is a first step in an attempt to develop participant feedback survey materials which relate participants' subsequent activities to their enrollment objectives. Collecting relevant data while participants are still enrolled as well as after they leave the program provides information for program planning that cannot be acquired through a traditional follow-up study.

Products. The AVE participant feedback system developed includes a sample registration form, an in-program survey, an exit survey, and a participant employer post program survey.

Outcomes. Research showed that participants enroll in AVE programs for a diversity of purposes: to update or upgrade previous training, to learn basic skills and knowledge to secure a job or to change jobs for either immediate employment or for employment sometime in the future, to learn the basic skills and knowledge as preparation to enter an advanced training program or for career exploration, or to learn vocational skills and knowledge to pursue a leisure interest. It was also found that the nature of the training taken by AVE participants varies greatly. Some participants terminate their training after one course and others may take a sequence of courses duplicating a complete preparatory curriculum. For these reasons it was necessary to develop an alternative to the traditional preparatory-oriented follow-up study which is designed primarily to elicit job placement information from graduates of a standardized curriculum.

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I. BACKGROUND OF THE PROBLEM

During the 1975-76 school year, 59,480 adults enrolled in vocational education programs in public schools throughout Indiana. This figure represents an increase of 12,166 participants over the preceding year and is consistent with national trends for adult education (Indiana State Board, 1976). According to a report by the National Center for Educational Statistics, enrollments in public school adult education have grown from less than 2 percent of the U.S. residential population in 1947-48 to almost 15 percent in 1969-70 (Okes, 1972). Of the over eight million enrollments, about 30 percent, or nearly two and one-half million, were vocational. Adult vocational enrollments are expected to continue rising as the adult population grows and as higher levels of job skills created by our rapidly expanding technology require new training and retraining.

The adult vocational courses offered throughout the state reflect the emphasis on expanding vocational education opportunities for adults through federal legislation beginning with the Vocational Education Act of 1963. An important objective of the legislation has been the expansion of vocational programs so that persons of all ages in all communities would have ready access to training and retraining. Among the categories of people to be served are persons who are employed, underemployed, or unemployed and who need further training to hold their jobs or to find suitable and meaningful employment.

In addition to meeting the vocational needs of the adult population, a major concern is the evaluation of all vocational education efforts. The 1976 federal legislation makes clear the significance of evaluation and, most certainly, adult vocational education is included. As costs of education continue to increase and funds remain limited, it becomes increasingly obvious that choices must be made from among various programs. Decisions at all levels require information for planning, developing, and implementing adult vocational education programs.

Direct feedback from program participants is a vital part of a total evaluation system and an especially important first step in evaluating existing adult vocational programs. While a number of follow-up instruments and methodologies have been devised, most have been designed primarily for preparatory vocational programs in high schools or community colleges, which is only one dimension in the gamut of purposes for which adults enroll in vocational training. Upgrading or updating previously acquired training, preparing to enter an advanced training program, acquiring skills for leisure interests and career exploration are equally important participant objectives which are not usually considered in existing materials.

Furthermore, many of the adult enrollees are in evening programs in high schools and area vocational centers which are structured in ways that also make existing follow-up materials impractical, if not impossible, to use. While preparatory programs in regular daytime high schools or community colleges generally include a specified curriculum, courses in adult vocational education are predominately self-selected; therefore, the participant may not follow any particular curriculum. Moreover, since adults may attend classes for differing periods of time, program directors and counselors do not know when to initiate follow-up studies. Thus, few local administrators or counselors have systematically utilized follow-up studies as a component of evaluation.

Needed then, are standardized materials and procedures designed to overcome these problems and provide state-wide information about adults enrolling in vocational education programs.

II. STATEMENT OF THE PROBLEM

Enrollments in adult vocational education are increasing in public schools both in the state of Indiana and nationally. This growth is expected to continue as the adult population increases and as our changing technology demands ever higher levels of occupational skills. Thus, adult vocational education programs offered by public schools are a vital component in the effort to provide occupational training and retraining to all citizens in all communities as established by the Vocational Education Act of 1963 and subsequent legislation.

If adult vocational education programs are to develop in a way that will meet the genuine needs of their participants and their planning district's manpower needs, the evaluation techniques should be readily accessible and applicable to the programs offered. Therefore, the major objectives of this study were to:

1. develop materials and procedures to allow local vocational administrators or counselors to conduct follow-up studies of adult vocational education participants,

2. conduct a pilot survey for the purpose of determining the feasibility of undertaking a state-wide survey to establish base-line information on adult vocational education participants, and

3. suggest a follow-through evaluation system which provides useful information to policy makers and program administrators.

Given the inherent limitations of follow-up studies used in isolation for evaluation purposes and the current problems in identifying the true adult vocational education population, the project sought to place the follow-up technique in its proper perspective as a part of a broader follow-through system which would also address the participant identification problem. The system recommended could be installed either by individual school districts or on a state-wide basis. Included as outcomes of the project are:

1. A design for the follow-through system.
2. The elements to be included in follow-through instruments.
3. A follow-up instrument with procedures.
4. The results of a pilot test of the instruments in four schools.

III. EVALUATION CONSIDERATIONS

General Definitional Concerns

Thoughtful decision-makers having responsibilities for adult vocational education recognize classical problems in determining the parameters of just what constitutes adult vocational education. Attempts to define this area of education generally lead one into a maze of confusion by the use of different terms with the same meaning, different meanings for the same term, and some terms with little real meaning at all. Nevertheless, the project staff reviewed the literature in an effort to gain insight into current thinking regarding adult vocational education.

In his Review and Synthesis of Research Concerning Adult Vocational and Technical Education, Dewey Adams (1972) suggests that:

> The great variety of organizations and agencies claiming important roles in adult vocational-technical education the wide range of approaches in program development, the disparity of opportunity available to potential students, and the lack of concensus among professional educators tend to make the process of defining adult vocational-technical education an experience in futility . . . any definition is thus arbitrary, tentative and must serve only as a general notion of parameters to the field.

In past years, the term adult vocational education would have been popularly interpreted as referring to the vocational classes offered in the local high school's adult education program. There the label "adult education" was used to distinguish this program from the regular daytime, non-adult high school classes. In the past there was little confusion caused by the fact that the term adult education could also be logically applied to post-secondary programs since there was little, if any, overlapping. Post-secondary was used to refer to those programs in colleges, technical institutes or universities which led to a post high school degree. Since participants enrolled in high school adult education were seeking either a high school diploma or taking classes on a noncredit basis for their own interest, there was a clear distinction between the two levels of education.

Today, however, these areas are less discrete. Many post-secondary institutions have in recent years expanded their course offerings to include vocational short courses and one year training programs. Many community colleges, which were academically oriented in the past, have changed their focus to vocational-technical education and, in the process, have also made vocational courses available to nondegree seeking adults. In fact, a host of community agencies and institutions have become involved in what was formerly fairly exclusively the education program for adults offered by the high school. Some educators, in fact, define adult education as a type of post-secondary education. Castaldi (1974) not only includes occupational training as a type of post-secondary education, but basic education as well. Thus, adult vocational education might be considered post-secondary education and vice versa.

Moreover, high school area vocational centers have developed which have not only expanded vocational opportunities for daytime high school students, but for adult evening participants as well. The consequence of these changes is that adult vocational programs are no longer unique to high schools.

The use of the term "adult vocational education" in the traditional sense as adult high school education has been further complicated by the concept of "continuing education." Citing a task force authorized by an _ad hoc_ National Planning Conference in 1968 on the topic of the continuing education unit, Grogan (1972) defines continuing education as "any post-secondary level education experience that is not applied directly toward a diploma, a degree, a journeyman's skill, or licensable proficiency . . . virtually all noncredit learning." However, Gilli (1975) de-emphasizes the credit, noncredit aspect and defines continuing education as "courses taken for credit or noncredit beyond the last degree held by the [participant]." He goes on to suggest that continuing education includes courses taken to update, upgrade, change occupations, for maturation, or avocation. Thus, adult vocational education might be considered continuing education and vice versa.

The result of this confusion has led some educators to simplify the term to "vocational education for adults." This approach becomes arbitrary in terms of defining adults. Adulthood is different things to different individuals. Some educators define the term as referring to those beyond the regular school age and not currently enrolled in high school or college. Other definitions add various age stipulations. For example, Kay (1970) defines an adult as " . . . individuals who have reached a specified minimum legal age, usually 18 years" while Castaldi (1974) defines an adult as "any person 19 years or older." Sometimes definitions suggest that an adult is one " . . . who has entered upon the responsibility of maturity and whose major preoccupation is that of earning a living or whose chief responsibility is that of home and family" (Kleis, 1967).

To resort to a statuatory definition helps little. Legally, different rights and responsibilities are granted at various ages. In Indiana the age of compulsory school attendance is up to age 16, the right to vote is set at age 18, and the right to purchase alcoholic beverages is set at 21. If one considers an adult as a person beyond the age of compulsory school attendance, then most high school vocational programs could be considered adult since they are predominately offered during the last two years of high school when most students are between the ages of 16 and 18.

One might legitimately question how different, in reality, a vocational program is for persons between the ages of 16 and 18 and those for persons over 18 in terms of basic objectives. Perhaps all vocational education can be considered to be on an adult level. If so, then the term "adult" is redundant and using it as a designation of level is meaningless. To a great extent the confusion here is primarily the result of disagreements about the lower ages of adult education. Aside from the high school programs for 16 to 18 year olds, the rest of vocational education could be considered adult.

It is possible to define these problems away arbitrarily. For example, one could distinguish post-secondary vocational education by limiting it to degree-granting programs. Or one may define adult vocational education as only those programs which do not lead to degrees. However, to do so serves little purpose unless it matches reality or is fairly universally agreed to. At this time this is not appropriate.

Conflicting Ideas About Vocational Education

Part of the difficulty in defining adult vocational education results from conflicting ideas about what constitutes vocational education. In a narrower sense it is considered to be specific training for the purpose of securing employment or advancing on the job and is limited to certain courses and occupational areas.

In broader definitions both the objectives and the content are expanded. The state of Indiana defines vocational education as " . . . any educational program of vocational, occupational, manpower, or technical training and retraining _that enhances an individual's career potential_, encompassing secondary levels (9-12 grades) and post-secondary levels through the associate degrees of competency" (General Assembly, Indiana, 1975).

Enhancing a person's career potential may mean training for immediate employment or it may be training for employment some time in the future. While this definition does specify "vocational, occupational, manpower, or technical," it does not delineate courses or specific occupational fields.

Some educators take the position that the content of vocational education relates to the purpose of the learner:

> If the learner participates in a course of instruction for the purpose of preparing for or progressing in an occupation, he is parti-

> cipating in vocational education. Any subject, if studied by a learner for the purpose indicated above, becomes a vocational subject to that particular learner (Roberts, 1957).

A broad interpretation seems predominate in the Notes and Working Papers Concerning the Administration of Programs for the Vocational Education Act of 1963, Public Law 88-210, as amended (1968).

> Vocational education cannot be meaningfully limited to the skills necessary for a particular occupation. It is more appropriately defined as all of those aspects of education experience which help a person to discover his talents, to relate them to the world of work, to choose an occupation, and to refine his talents and use them successfully in employment. In fact, orientation and assistance in vocational choice may be more valid determinants of employment success, and, therefore, more profitable uses of education funds, than specific skill training.

Vocational and Avocational Education

Frequently a distinction is made between vocational and avocational education for adults. In Indiana an avocational program is defined as:

> A program of studies designed for teaching skills and knowledge regarding an occupational area which is in addition to one's vocation, especially for enjoyment, hobby, or self-enrichment, and not intended to provide instruction for preparation to enter the labor market (Indiana State Board, n.d.).

It seems particularly difficult to distinguish between vocational and avocational courses without assessing the specific intent from the participant. For example, an adult enrolled in a class usually considered vocational, such as auto mechanics, may be learning the skills and knowledge for the purpose of making repairs on his/her own automobile and not to secure employment. In the other direction, an adult enrolled in a cake decorating class, considered avocational, may have the specific goal of getting a job in a bakery or starting a small business baking and decorating cakes for special occasions.

Moreover, even if one were to determine from the participants their purposes for enrolling in a particular course, it still may not indicate the ultimate way in which the training might be utilized. There are examples of adults who have enrolled in a vocational class for avocational reasons and later taken a job in this field either out of necessity or because they found it more suitable to their interests and abilities than the occupation in which they were previously working.

In an article relating to the problems in distinguishing vocational from avocational education for adults, Lewis (1974) recommends that we "forget old classifications and stereotypes and identify adult vocational education as the process by which adults seek additional knowledge and acquire skills for present or future vocations."

The diversity of opinions about what constitutes vocational education cannot in reality be resolved by writing a definition. Nor can the confusion about where various vocational programs fit into existing educational structures be defined away. Likely, these conflicts will remain as an aspect of the continuing philosophical disagreements about the nature and purposes of education. Despite the apparent conflicts and contradictions, some minimal parameters need to be established. Therefore, for purposes of this project, the term AVE is used to refer to any public school vocational education other than that (1) offered in the regular daytime high school programs, which primarily serves students working toward a high school diploma, and (2) offered in post-secondary schools leading to a technical certificate or associate degree.

Basic Purposes of AVE Enrollment

Implicit in this project's efforts at approaching a definition of AVE are the five basic purposes for which individuals enroll in vocational education. Perhaps the most common purpose is that of learning the basic vocational skills and knowledge of an occupation for the purpose of securing employment at the termination of the training or at some future time; i.e., preparatory training. Second, a closely related purpose may be termed pre-preparatory. This differs from the preparatory purpose in that the person is learning basic vocational skills and knowledge in an occupation or occupational field for the purpose of enrolling in an advanced preparatory program, e.g., one which grants a degree.

A third purpose, less often found in the literature, is that of exploring an occupation or occupational field for the purpose of determining abilities and interests relevant to choosing an occupation; and it may be especially prevalent in adult vocational education programs. For example, one reason for this is that these programs are usually inexpensive and are characterized by a great deal of flexibility. Thus, an adult considering changing occupations may enroll in one class in an adult education program to test his abilities and interests in a potential occupational field. Another reason that this purpose may be popular in AVE programs relates to changes in our society which are resulting in more mid-life career changes. The Bureau of Labor Statistics has predicted that most individuals throughout the next four decades will be required to change jobs several times throughout their working lives (Venn, 1970).

Moreover, there is an increasing number of women seeking careers outside of the home today and AVE provides the opportunity for them to explore the possibilities of job training and acquisition. For women and other adults, AVE seems to be a program in which they can discover job opportunities, explore occupational interests and abilities, and experience learning situations that simulate on-the-job requirements.

The fourth purpose for which adults enroll in adult vocational education programs is that of upgrading or updating previously acquired skills and knowledge for an occupation in which they are currently employed. This category should also include unemployed individuals who, even though they have had previous training, have not ever been employed in their field and others who may not have worked recently in their field. Adams (1972) suggests that this "in-service" or supplementary education purpose may be the most common in adult vocational education.

The fifth purpose that adults have for enrolling in vocational programs is that of learning skills and knowledge in an occupational field for leisure interest purposes, such as pursuing a hobby or making home or auto repairs for themselves. This purpose may not be considered vocational in the sense that the participant's goal for taking the training is not related to seeking employment. In the broadest definitions of vocational education, the emphasis is on "enhancing" one's occupational career rather than limiting vocational training to that taken for immediate employment. In this sense, leisure interest or avocational training may, in fact, prepare an individual for a job regardless of whether that was their motivation for enrolling.

Sometimes special vocational classes are offered in occupational areas specifically designed to meet avocational interests. Examples are classes in "powder puff mechanics", "carpentry for home maintenance", or "personal typing." Many times these special avocational classes are not offered and participants will enroll in regular preparatory classes for their leisure interest. As discussed earlier in this report, it is often difficult, if not impossible, to distinguish between what is vocational or avocational except by determining how an individual ultimately utilizes the training. For this reason, this category should be included in designing follow-up materials for AVE programs.

Program Objectives

These various purposes for enrolling in vocational training may not be reflected in the objectives of the institutions offering the programs. Rather, it would seem that most programs are designed to be preparatory. While educators recognize the various purposes of individuals for enrolling in vocational training, it is questionable whether many take this into account by providing specific curricula or special instruction to meet these goals.

In *Evaluating the Attainment of Objectives in Adult Education*, Steele and Brack (1973) indicate that a basic problem in evaluating programs is:

> That of getting good objectives written and used effectively in programming. Typically there are no statements of objectives or the objectives are so vague they could be interpreted in many ways.

In another study of adult vocational education conducted in three major cities in this country, Analytic Systems, Inc. (1971) found that none of the programs had, in the past, utilized formal planning processes for guidelines in program development.

Aker (1966) suggests that adult education in the public schools presently reflects the policies and practices of the daytime high school programs. In vocational education such policies and practices relate predominately to vocational preparatory objectives.

Evaluation Related to Participant Objectives

It would seem that participant objectives should be a primary factor in program planning and development. Certainly, evaluation depends upon measuring the success of a program in terms of participants' objectives. The variety of reasons why participants take vocational training, indicated above, result in a variety of post-program outcomes. To measure all outcomes in terms of preparatory objectives cannot provide accurate information about a program's strengths or weaknesses.

Thus, a proper follow-up for supplementary goals would measure the increased benefits an individual experiences on the job as the result of the training. Or if the participant was unemployed and taking the program to update skills, the measure should relate to whether or not the training was influential in his/her getting a job. In pre-preparatory goals, the key questions should relate to how well prepared the individual was for the advanced program in which he or she has enrolled. Those with career exploration as a goal should be questioned about how useful the training program was in helping them make a career choice, i.e., to explore job opportunities, to test interests and abilities, and to provide them with experiences simulating on-the-job requirements. Those participants with avocational goals could provide information about the success of the program in terms of whether they have learned the basic skills and knowledge to meet their own needs. Other key questions for these participants should relate to whether or not any have changed their plans and utilized their training for occupational purposes. Some may be considering their "hobby" or leisure interest area as a retirement occupation. In those cases the training should be considered vocational rather than avocational.

IV. FOLLOW-UP AS A PART OF TOTAL EVALUATION

It is becoming evident that concepts about the nature, purpose, and structure of evaluation are undergoing change. Wentling and Lawson (1975) emphasize that evaluation is more than just determining the results of a program after its completion. Instead they suggest that evaluation should be thought of as an ongoing process providing information for decision making at all stages of a program from initial planning through its termination or recycling. In their publication and in other current literature on evaluation the work of the Phi Delta Kappa National Study Committee on Evaluation (1971) is often referred to for a definition:

> Evaluation is the process of delineating, collecting, and providing information useful for judging decision alternatives.

Decision-makers require information for four common situations:

1. To choose among optional and sometimes competing goals.
2. To choose one of several optional methods of achieving a goal.
3. To choose among alternatives involved in implementing a program.
4. To choose to terminate, revise, or continue a program.

The CIPP model is a system of evaluation using the decision-making focus and includes four major components: Context, Input, Process, and Product (Phi Delta Kappa, 1971).

Context evaluation is conducted to define the environment in which a program will take place. The goal of this is to discover unmet needs, to identify some of the constraints and problems underlying those needs, and to discover the opportunities for meeting those needs which already exist.

Input evaluation is conducted to identify and assess capabilities of the training agency and alternative strategies to achieve identified goals and objectives.

Process evaluation is undertaken to detect or predict defects in the procedural design of a program or a course during the implementation or operational stages.

Product refers to evaluation to determine the degree to which the intended objectives and goals have been met and to relate this to context, input, and process in the measurable outcomes.

Relating the major components of an evaluation system such as the one described above to adult vocational education would generate the following categories of information needs:

Context Evaluation

I. What are the needs in this planning district for an AVE program?

   A. In terms of the populations who want or need training

   B. In terms of the training that individuals want or need

   C. In terms of the needs of business and industry within the planning district

Input Evaluation

II. What are the capabilities of this institution for providing the AVE needs identified?

   A. In terms of facilities and equipment

   B. In terms of instructional and administrative personnel

Process Evaluation

III. What problems exist in the present AVE program in terms of meeting the objectives identified?

  A. In terms of the utilization of facilities and equipment

  B. In terms of instructional processes

  C. In terms of administrative functions

  D. In terms of ancillary services

Product Evaluation

IV. To what extent has the adult vocational education program met the objectives established?

  A. In terms of the identified district's needs and wants

  B. In terms of the institutional capabilities and facilities

  C. In terms of the educational program procedures

The follow-up study, placed in this context, can be seen as one technique for collecting evaluative information for decision making. It is useful primarily for providing product evaluation information.

V. TRADITIONAL ROLE OF THE FOLLOW-UP STUDY

The follow-up study has been used as an evaluation tool by vocational programs for many years. As the term suggests, these studies have been conducted to elicit information from former vocational participants about their post-program experiences relative to the training received. Typically, the information collected focuses on the nature of the job obtained, job performance, wages earned, job satisfaction, and the former participants' evaluation of the training program. The underlying assumption is that the success of the vocational training program can be measured in terms of the occupational success of former participants. Ideally this information is utilized to determine improvements needed in the training program relative to curriculum, instruction, and related services. In addition, such information provides direction for the development of new programs and emphasis for guidance and counseling (Wasil, 1974).

A number of criticisms have been directed toward this form of evaluation. Little (1970) points out that "A continuing major problem in the evaluation of educational outcomes is in separating the value added by the school experience from the effects of manifold nonschool activities." He also suggests that current studies often do not take into consideration individual differences among the graduates of the training programs. This is an especially relevant problem in attempting to evaluate AVE programs characterized by a diversity of participant objectives and varying amounts of training.

Johnson and Grafsky (1973) suggest that occupational placement may not be a very precise measure of success for an occupational training program. They illustrate this point by giving an example of a student completing a two year curriculum in auto mechanics and taking a job in a service station pumping gasoline. Even though the job is in the same occupational field as the training taken, it cannot be a measure of real success of the program since the individual could have done this job before the training and the investment of educational dollars. In addition, follow-up studies which focus primarily on job placement as the criteria of success for the program fail to take into consideration that some participants may not have immediate employment as an objective.

All too often the follow-up study has been utilized for little more than collecting data for administrative reports and has not been systematically used for decision making in program planning and improvement (Little, 1970). While employment statistics may be useful for public relations or to give instructors and administrators a sense of accomplishment, this approach cannot be considered evaluation as the term is coming to be used.

A considerable number of follow-up studies have been reported in the literature on vocational education. Prevalent among these are studies which have been conducted by vocational preparatory programs in regular daytime high school diploma programs and post-secondary degree-granting programs. There are also a number of studies conducted by special vocational programs such as those of the Manpower Development Training Act projects, training programs in prisons, and some university-based research projects relating to the disadvantaged or certain minority groups. These studies tend to focus on eliciting job related information six months to one year after the students graduate from the program. Typically included on instruments are items about former students' employment status, their place of work, methods used to secure their job, the relevance of their job to training, the availability of jobs in their occupational fields, wages, performance on the job, and their evaluation of the training program. Most follow-up instruments also included some items to determine if former preparatory students have, instead of taking a job, gone on for advanced training.

While some follow-up studies found in the literature include the term "adult" in the title, most of these focus on regular daytime high school students in vocational programs. The term "adult" is evidently used since some individuals beyond the age usually considered to be high school, i.e., over 18 or 19, do attend the regular daytime programs. Some school districts also have day adult high school programs. However, in most of the follow-up studies investigated, the population of adults was a very small percentage of the total study and, more importantly, the instruments used had basically the same preparatory focus as those used for regular high school vocational students.

One study which did focus on adults was conducted by the State Department of Vocational and Technical Education in Oklahoma (Morton, Christensen, Hatfield, 1977). This study was for "all completers enrolled as preparatory students in part-time adult classes. . ." In Oklahoma, vocational students are classified by program instructors as preparatory or supplementary at the time of enrollment. Therefore, the study was conducted under the assumption that only those students who were preparatory would be included. The purposes of this study were:

1. To determine if the system of gathering follow-up data was adequate in terms of the cost involved.
2. To determine from the graduates their evaluation of the program's curriculum, facilities and equipment, instruction, and placement assistance.
3. To determine from employers their evaluation of the adult students' quality and quantity of work, and the former students' skills and abilities in the occupation.

An examination of the instruments used shows the same focus on post-program employment information as other follow-up studies reported in the literature.

One section of the instrument was included for those adults who were still employed on the same job which they had had before enrolling. Preparatory part-time adult participants are often employed while enrolled and take training to enable them to enter another occupation. However, after the training program they may not change jobs for a variety of reasons. If one is ascertaining the value of the training program, it is necessary to determine why they are still on the same job -- is it by choice or because the training program failed to provide the necessary skills to secure a job in the new occupation? Only three items were included in the Oklahoma study for those still employed on the same job after the training program. These related to finding out what job benefits the participant experienced as a result of the training.

1. Did the training program increase your ability to do your job duties?
2. Did the training program lead to an increase in your earnings?
3. Did the training program lead to an increase in responsibilities assigned by your employer?

Since some 261 former participants out of the 660 total respondents indicated that they were on the same job, it would seem especially important to probe this dimension to determine why these preparatory students had not changed to jobs in the field of their training. If it was because the participant was unable to change occupations, this could relate to the quality of the training received.

The study's researchers themselves found there was a problem in correctly identifying whether the students were preparatory or supplementary. It was noted that "there were several examples of persons that had long tenure in well established positions included in the survey." This highlights one of the problems associated with essentially preparatory instruments used to follow-up AVE.

This and the other studies reviewed show, also, that follow-up has been undertaken almost exclusively as product evaluation, i.e., as a determinant of the extent to which intended or implied objectives have been met after a program's completion.

VI. FOLLOW-UP AS POST-PROGRAM FOLLOW-THROUGH

Follow-up is just one kind of participant feedback, that which provides post-program information. Other kinds of participant feedback would include information collected at registration, information collected from surveys given during the training program, and information from participant program evaluations at the end of the course or program. A follow-through system that provides evaluative decision-making information throughout the program can better integrate the results of the follow-up study to context, input and process components.

In a paper titled "Graduate Follow-Up Studies: How Useful Are They?", Smedley and Olson (1975) suggest that the majority of follow-up studies conducted fail to provide adequate information for effective curriculum construction or decision-making relative to future planning. This premise is based on the author's criticism that traditional studies do not identify causal relationships. He points out that by using a follow-through system which begins while the participants are still in school it is possible to identify causal relationships between school experiences and post-graduate experiences.

A follow-through system seems almost essential in attempting to collect post-program information from participants in AVE programs. Without obtaining information from the students, it is not only difficult to identify their objectives, it is also difficult to determine which courses they took.

Resulting follow-up information relating to these participants' achievements (the dependent variable) is meaningless unless it can be related to known independent variables such as their original purposes, the types of courses they took, and whether the training was equivalent to a sequenced curriculum, or was self-selected by the participant.

By developing a follow-through system, specific information can be elicited from specific populations to determine if program goals are being achieved. From this, decisions can be made in regard to continuing, modifying, or terminating vocational programs. Following are some specific examples of how participant feedback relates to the basic evaluation information outlined earlier:

I. What are the needs in this planning district for AVE programs?

  A. What population aggregates are represented in the current enrollment?

    1. Do these aggregates represent the population identified in the district assessments as needing or wanting vocational training?

    2. Do current enrollments represent a cross section of the planning district's population? Are certain population segments over represented or under represented?

  B. What are the basic purposes for which participants have enrolled in vocational training, i.e., preparatory, supplementary, pre-preparatory, career exploration or leisure interest training?

    1. Are the purposes for which participants are enrolling consistent with the objectives established for the AVE program?

    2. Are there purposes for which participants are enrolling that constitute a need not included in program objectives?

C. What courses or occupational fields are being selected by current participants? Which are not being selected?

1. Are there courses not offered in which current participants would have liked to enroll had those courses been available?

2. Are the enrollments in specific courses or occupational fields consistent with manpower needs for this planning district?

D. What special needs are indicated by the present participants in terms of ancillary services?

II. What are the capabilities of this institution for providing the AVE needs identified?

A. How do present and former participants evaluate facilities, equipment, instruction and ancillary services?

1. In comparison to on-the-job equipment, etc.?

2. In terms of meeting their own objectives?

III. What problems exist in the present AVE program in terms of meeting the objectives identified?

A. What problems do participants indicate they are having in terms of facilities and equipment, instruction, special services, or administrative components that could prevent the achievement of program objectives?

B. How do participants evaluate components of the program in terms of achieving their own objectives?

IV. To what extent has the adult vocational education program met its objectives?

A. How do participants evaluate components of the program in terms of achieving their own objectives?

B. Have participants achieved their objectives for enrolling in the AVE program?

1. To what extent was the training program a factor in this?

2. To what extent are these objectives consistent with program objectives?

C. Are participants taking jobs that meet manpower needs in this district?

Some key questions relating directly to IV. B. above that elicit information from participants according to their basic objectives are:

Preparatory

1. Are those that received preparatory training:
    a. Employed in a job related to their training?
    b. Planning employment in the area of their training at some point in the future?
    c. Receiving wages comensurate with training?
    d. Having problems performing tasks on the job?
2. How do preparatory students evaluate their training from the perspective of on-the-job experience?
3. What suggestions do preparatory participants have for improving the AVE program in terms of the achievement of their objectives?

Supplementary

1. Are those that received supplementary training realizing any benefits that are the result of that training?
2. What suggestions do supplementary participants have for improving the AVE program to achieve their objectives?

Pre-preparatory

1. Are those participants that enrolled in pre-preparatory training currently enrolled in an advanced program?
2. To what extent was the AVE program helpful in the advanced training program?
3. How do the pre-preparatory participants evaluate the AVE program in terms of their advanced program experience?
4. What suggestions do pre-preparatory participants have for improving the AVE program to achieve their objectives?

Career Exploration

1. Are those participants that enrolled in career exploration currently enrolled in an occupational program for preparatory training?
2. To what extent was the AVE program helpful to participants in making an occupational decision?
3. What suggestions do career exploration participants have for improving the AVE program to achieve their objectives?

Leisure Interest

1. Was the vocational course helpful to the participant in terms of pursuing their leisure interest?
2. Are any participants that enrolled in vocational training for leisure interest now utilizing that training for occupational purposes?
3. Are any participants that enrolled in vocational training for leisure interest now enrolled in a preparatory program in the occupational field of that training?
4. Are any participants that enrolled in vocational training for leisure interest now planning to pursue that occupational field for purposes of securing employment in the future, e.g., a retirement job?

VII. PROPOSED AVE FOLLOW-THROUGH SYSTEM

Based on these decision-making information needs, the project staff developed an AVE follow-through system to provide participant feedback at three points during a program and at various times after the participant leaves the program. Following are the basic components of this system:

- I. In-program feedback
  - A. Participant registration data
  - B. The participant survey
  - C. The exit survey

II. Post-program feedback

- A. Six month to one year follow-up
    1. Preparatory
    2. Supplementary
    3. Pre-preparatory/career exploration
    4. Leisure interest vocational
- B. Subsequent follow-up studies on selected populations

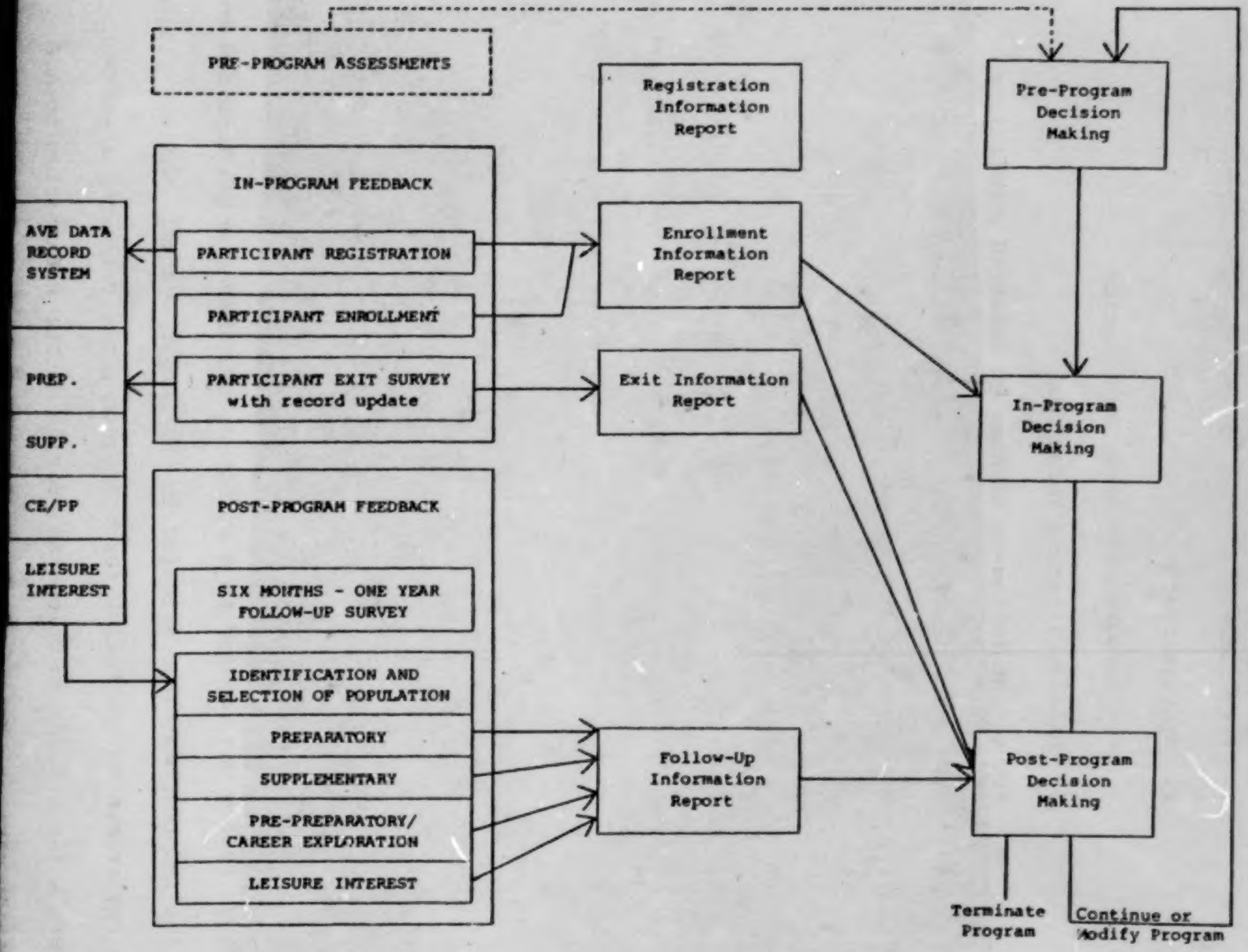
Presented on the following page is a schematic showing the AVE follow-through system and its various components. While pre-program assessment is not considered a part of the participant feedback system, it is included to indicate the major origins of program objectives.

A discussion of each of the instruments to be included in the follow-through system as well as items for inclusion in the instruments are contained in Appendix A. In addition, a rationale is presented for the items and forms suggested.

VIII. AVE GENERAL FOLLOW-UP SURVEY

Introduction to the Survey

In order to meet the scope and time line of this project, the follow-through system was reduced to a follow-up instrument which included much of the information to be elicited in the larger system. While certainly not comparable to the follow-through system, the follow-up instrument offers a limited option which can provide useful information to AVE decision makers. The suggested revised form of the instrument is contained in Appendix B. The original instrument utilized can be found in Appendix C.


PRE-PROGRAM ASSESSMENTS
Registration Information Report
Pre-Program Decision Making
IN-PROGRAM FEEDBACK
AVE DATA RECORD SYSTEM
PARTICIPANT REGISTRATION
PARTICIPANT ENROLLMENT
Enrollment Information Report
PREP.
PARTICIPANT EXIT SURVEY with record update
Exit Information Report
In-Program Decision Making
SUPP.
CE/PP
POST-PROGRAM FEEDBACK
LEISURE INTEREST
SIX MONTHS - ONE YEAR FOLLOW-UP SURVEY
IDENTIFICATION AND SELECTION OF POPULATION
PREPARATORY
SUPPLEMENTARY
PRE-PREPARATORY/ CAREER EXPLORATION
LEISURE INTEREST
Follow-Up Information Report
Post-Program Decision Making
Terminate Program
Continue or Modify Program

Like the follow-through system, the general follow-up instrument relates to the diversity of purposes for which individuals enroll in AVE programs; i.e., preparatory, supplementary, leisure interest, career exploration and pre-preparatory. As in the follow-through instruments, the career exploration and pre-preparatory categories have been combined.

There are two basic components to the general follow-up survey. The first is that portion which applies to all respondents and includes three broad categories of information:

1. Former participant characteristics including the number of vocational courses taken.
2. Former participants' evaluation of the program, including facilities and equipment, instruction and ancillary services.
3. Motivation for enrolling.

The second component consists of four sections corresponding to the basic purposes for which participants enroll in AVE. The respondent is asked to select the appropriate section based on his or her purpose for enrolling in the program: Leisure Interest, Supplementary, Pre-Preparatory, or Preparatory.

Instrument Development

Items to be included in the general follow-up instrument were selected from a large bank of items culled from existing follow-up studies. Specifically, the review of existing instruments included selecting items for content, clarity, and format. Because the final instrument had to reflect the several purposes for AVE enrollment, specific concern was noted in selecting items that could fit all of the several enrollment purposes. An ad hoc committee of state personnel and vocational directors reviewed potential items for inclusion.

Since it was recognized from the outset that the instrument would necessarily be complex to accommodate the diverse purposes of AVE enrollees, frequent checking with administrators of adult programs and state personnel was undertaken to ensure the clarity of the final instrument. In addition, as a final check, the field test instrument was reviewed by a class of in-service vocational teachers for review and suggestions.

Field Test Procedures

There were three basic objectives for conducting the field test. First was to pilot the instrument and procedures to determine format and item clarity. Second was to determine the percentage of nondeliverable mailings as an indication of the mobility or accuracy of current school AVE records, and third, to ascertain the nature of adult vocational enrollments in the four schools sampled. In addition, results from the field test were utilized to illustrate techniques of tabulating and reporting base line findings.

Four area vocational centers were selected for the field test. Selection was based on: (1) completeness of school's record keeping system, (2) experience of administrator with AVE, (3) community size, and (4) willingness to cooperate. In addition, since the project staff was required to spend time at the sites, schools were selected which were within a reasonable driving distance of Bloomington. Because of definitional problems discussed earlier, the school types were limited to area centers operated as part of the public education system.

In each school the director of the adult program identified the population considered to have been enrolled in vocational courses for the Spring semester of 1977, one year prior to the follow-up. Names from these classes were sequentially numbered and approximately one-fourth of the names were randomly selected to receive the follow-up materials. Addresses for these names were taken from permanent records. When names from the class roster did not appear in the permanent records, another name was randomly selected as a substitute. Each name on the sample list was mailed a questionnaire accompanied by a cover letter and an enclosed envelope with pre-paid postage (see Appendix C for samples of these).

A code was used on the return envelope for each name on the list for the purpose of recording responses. The questionnaire was designed to be anonymous and appropriate measures were taken.

After two weeks a second letter with another copy of the questionnaire and a return envelope with pre-paid postage was mailed to those individuals still not responding. First mailings which had been returned as undeliverable were rechecked for address or name corrections. Whenever a correction could be made, follow-up materials were remailed.

After five weeks a ten percent sample of all nonrespondents was contacted by phone to determine whether or not they were significantly different from those that returned responses. After five weeks the information was tabulated.

Response Rates

School	Spring 1977 Adults Enrolled in Vocational Classes	Sample No.	Sample %	Undeliverable Instruments No.	Undeliverable Instruments %	Response No.	Response %
A	571	126	22.1	6	.050	63	50.0
B	427	100	23.4	0	--	50	50.0
C	191	74	38.7	1	.014	33	44.6
D	310	100	32.3	0	--	52	52.0
TOTAL	1,499	400	26.7	7	1.800	198	49.5*

*Two weeks after the closing date for including responses, five returns were received. This would raise the response rate to 51 percent.

The above table shows that about 50 percent of the survey materials mailed were returned by the former participants. It would appear that very few, only seven, former participants did not receive the questionnaire. It is suspected, however, that there was a higher number of undeliverable instruments than indicated. It may be that some undeliverable mail was not returned to the researchers due to the weather conditions which forced the closing of the University. This was confirmed by the telephone survey.

A response tally was calculated two weeks after the initial mailing (March 29, 1978) which indicated that 47.7 percent of the sample had responded by that time. The additional reminder resulted in only seven more responses.

Telephone Survey of Ten Percent of the Nonrespondents

School	Nonrespondents No.	%	Number Called
A	63	50.0	7
B	50	50.0	6
C	41	55.4	5
D	48	48.0	5
TOTAL	202	50.5	23

Of the 23 nonrespondents called, six indicated that they had not received or did not remember receiving the survey materials. Seventeen indicated various reasons for not responding:

1.	Still enrolled	3
2.	Forgot to mail the response	1
3.	Misplaced the instrument	1
4.	Didn't complete or attended such a short time, didn't feel qualified to respond	4

5. Thought they had mailed it	2
6. Too busy to get around to filling it out	5
7. Too difficult to fill out	1
	17

No one in the telephone survey indicated that there was any special reason for not responding related to negative feelings about the school. Each nonrespondent in the telephone survey was asked to rate the school (items 10, 11, and 12 from the questionnaire). Their responses showed no differences from the former participants who had returned their questionnaire.

The fact that ten participants in the sample (three in the telephone survey and seven mail respondents) indicated that they were still enrolled indicates that it is necessary to maintain an accurate participant record keeping system. Those who indicated that they had not completed the program (four in the telephone survey and one who returned the questionnaire without filling it out) shows that it is necessary to indicate in the cover letter that noncompleters' opinions about the school and program are desired. Further, for noncompleters, it would be useful to ascertain the major reason for leaving the program.

IX. RESULTS OF THE GENERAL AVE FOLLOW-UP

Data Analysis of the General AVE Follow-Up

The data generated from the four school pilot test of the general follow-up instrument have been compiled in a descriptive format in order to: (1) provide a general observation of the AVE participants, and (2) to illustrate a potential format for presenting aggregate data from follow-up studies. The data are presented in seven tables which correspond to major categories or classifications within the instrument. Each table includes several items and contains the numbers responding, percentages of the total for each school, and the combined responses. Although table headings attempt to reflect instrument items, it is possible to review the complete item in the administered instrument format in Appendix C.

It should be emphasized at this point that the instrument was extremely complex and required respondents to skip questions and change columns depending on their particular responses. Despite the instrument complexity, high total response was received and a similarly high response rate was received on most items. However, in order to reflect accurately the non-response rate on particular items, "non-responses or errors" were noted as a separate category within the tabulation for each item. Thus, where appropriate, a row was included in each table to reflect the number of non-responses or errors recorded as choices within the items.

Table 1 provides information relative to ascertaining the degree to which the AVE is meeting the needs of individuals in its planning district based upon demographic characteristics. Do the enrollments represent the populations identified as needing or wanting vocational training? Do enrollments represent a cross section of the planning district's population? Are certain segments of the population represented, over-represented, or under-represented?

Table 1

AVE PARTICIPANT CHARACTERISTICS

	SCHOOL				
1. Sex[a]	A	B	C	D	ROW TOTAL
Male	20 (33%)	23 (46%)	16 (49%)	31 (60%)	90 (46%)
Female	41 (67%)	26 (52%)	17 (51%)	21 (40%)	105 (54%)
NR/E[b]		1 (2%)			1 (.5%)
Column Total[c]	61	50	33	52	196
2. Age					
Minimum	16	16	17	17	
Maximum	57	52	55	66	
Mean	32	31	30	33	
Age by Categories					
16-20	10 (16%)	11 (22%)	10 (30%)	6 (12%)	37 (19%)
21-30	21 (34%)	15 (30%)	10 (30%)	23 (44%)	69 (35%)
31-40	15 (25%)	14 (28%)	5 (15%)	11 (21%)	45 (23%)
41-50	8 (13%)	7 (14%)	6 (18%)	7 (14%)	28 (14%)
51-60	6 (10%)	2 (4%)	2 (6%)	3 (6%)	13 (7%)
61-70				2 (4%)	2 (1%)
NR/E	1 (2%)	1 (2%)			2 (1%)
Column Total	61	50	33	52	196

[a] Numbers refer to questionnaire items

[b] Means "no response or error in marking"

[c] Adjusted to include no response or errors in marking

NOTE: Percentages may not equal 100 due to rounding

TABLE 1, continued

	SCHOOL				
3. Race	A	B	C	D	ROW TOTAL
American Indian/ Alaskan Native		2 (4%)	1 (3%)		3 (2%)
White, not of Hispanic Origin	55 (90%)	45 (90%)	30 (91%)	47 (90%)	177 (90%)
Black, not of Hispanic Origin	1 (2%)				1 (.5%)
Asian or Pacific Islander					
Hispanic	1 (2%)	1 (2%)		2 (4%)	4 (2%)
NR/E	4 (6%)	2 (4%)	2 (6%)	3 (6%)	11 (6%)
Column Total	61	50	33	52	196
4. Do you have any physical handicaps?					
Yes	2 (3%)	3 (6%)		2 (4%)	7 (4%)
No	59 (97%)	47 (94%)	33 (100%)	50 (96%)	189 (96%)
Column Total	61	50	33	52	196

TABLE 1, continued

	SCHOOL				
5. Education at time of enrollment	A	B	C	D	ROW TOTAL
Grades 1-8	1 (2%)			3 (6%)	4 (2%)
Some High School	18 (29%)	6 (12%)	4 (12%)	9 (17%)	37 (19%)
High School Diploma	22 (36%)	20 (40%)	10 (30%)	24 (46%)	76 (39%)
Some College or Technical School	14 (23%)	20 (40%)	14 (43%)	9 (17%)	57 (29%)
An Associate Degree or Two Year Certificate				3 (6%)	3 (2%)
A Bachelor's Degree	5 (8%)	2 (4%)	3 (9%)	2 (4%)	12 (6%)
A Master's Degree or Higher	1 (2%)	2 (4%)	2 (6%)	2 (4%)	7 (4%)
Column Total	61	50	33	52	196

6. Vocational courses taken at this school					
One	9 (15%)	32 (64%)	21 (64%)	13 (25%)	75 (38%)
Two	21 (34%)	7 (14%)	6 (18%)	14 (27%)	48 (25%)
Three	6 (10%)		3 (9%)	8 (15%)	17 (9%)
Four or More	16 (26%)	8 (16%)		16 (31%)	40 (20%)
NR/E	9 (15%)	3 (6%)	3 (9%)	1 (2%)	16 (8%)
Column Total	61	50	33	52	196

TABLE 1, continued

	SCHOOL				
7. Total vocational courses taken at any school	A	B	C	D	ROW TOTAL
One	4 (7%)	24 (48%)	9 (27%)	10 (19%)	47 (24%)
Two	14 (23%)	8 (16%)	10 (30%)	7 (14%)	39 (20%)
Three	4 (7%)	5 (10%)	6 (18%)	8 (15%)	23 (12%)
Four or More	12 (20%)	6 (12%)	2 (6%)	11 (21%)	31 (16%)
NR/E	27 (43%)	7 (14%)	6 (18%)	16 (31%)	56 (28%)
Column Total	61	50	33	52	196
8. Do you hold a certificate or a degree in this vocational field?					
Yes	4 (7%)	27 (54%)	8 (24%)	13 (25%)	52 (27%)
No	53 (87%)	22 (44%)	24 (73%)	36 (69%)	135 (69%)
NR/E	4 (7%)	1 (2%)	1 (3%)	3 (6%)	9 (4%)
Column Total	61	50	33	52	196

TABLE 1, continued

9. Employment status at enrollment	SCHOOL A	B	C	D	ROW TOTAL
Employed, looking for a job	6 (10%)	10 (20%)	5 (15%)	12 (23%)	33 (17%)
Employed, not looking for a job	21 (34%)	19 (38%)	16 (49%)	16 (31%)	72 (37%)
Unemployed, looking for a job	9 (15%)	4 (8%)	3 (9%)	8 (15%)	24 (12%)
Unemployed, not looking for a job	17 (28%)	8 (16%)	4 (12%)	6 (12%)	35 (18%)
Error: checked employed only	8 (13%)	6 (12%)	5 (15%)	10 (19%)	29 (15%)
Error: checked unemployed only		2 (4%)			2 (1%)
NR/E		1 (2%)			1 (.5%)
Column Total	61	50	33	52	196

13. Major reason for enrolling at this school school	A	B	C	D	ROW TOTAL
Leisure Interest	23 (38%)	18 (36%)	14 (42%)	14 (27%)	69 (35%)
Supplementary	15 (25%)	17 (34%)	8 (24%)	20 (39%)	60 (31%)
Pre-preparatory	9 (15%)	3 (6%)	1 (3%)	2 (4%)	15 (8%)
Preparatory	14 (23%)	11 (22%)	8 (24%)	15 (29%)	48 (25%)
NR/E		1 (2%)	2 (6%)	1 (1%)	4 (1%)
Column Total	61	50	33	52	196

Table 1 shows that the majority of the AVE students in the four schools surveyed are young, employed middle class whites enrolled primarily for leisure interest or supplementary training. However, when traditional AVE purposes of preparatory and supplementary training are combined, it may be noted that they constitute about 50 percent of the stated purposes for which adult students enroll. In all but one school, females slightly outnumber the males. For the total sample, 46 percent of the AVE participants are males and 54 percent are females. Over half of the participants (54 percent) are under 31 years of age and 37 percent are between 31 and 50. Only 8 percent are over 50. Less than four percent indicated that they were handicapped. Nearly 70 percent of the sample was employed when they enrolled in the AVE program and about the same percent indicated they had a high school diploma and/or some college or technical schooling.

Table 2 provides information relative to recruitment or how people in the planning district are informed about the AVE program. The table summarizes the data from items 28, 29, and 30 on the questionnaire.

From Table 2 it can be seen that the most often selected reason for attending a particular school was that the school offered the courses wanted or needed. The second most important reason was that the school was considered to be conveniently located (selected 74 times). The third highest reason, selected 25 times, was that the school was familiar; i.e., the participant had gone to high school there. In addition, respondents found out about the AVE courses offered at the school by three major means: 1) from their friends, 2) from a brochure or pamphlet, and 3) from the newspaper. "Radio" was selected only five times as a way that participants had learned about the AVE courses. The two selections, "from friends" and "a brochure or pamphlet", seem to indicate a fairly narrow recruitment program within the schools' planning districts.

Table 2 also shows that former participants are interested in a broad range of classes. Obviously, many of those listed by the participants are already offered. This would suggest that a number of former participants may not be aware of what classes are offered in the AVE programs. It is interesting to note that adults want occupational courses over purely leisure interest classes at a rate of about three to one.

Table 2

RECRUITMENT

	SCHOOL				
28. Participant's most important reason for selecting this school[a]	A[b]	B	C	D	ROW TOTAL
This school is conveniently located	19	21	13	21	74
Familiar, went to high school there	5	6	10	4	25
Offered the courses I wanted or needed	30	25	10	27	92
My friends were going to this school	1	1	4	2	8
Could not afford other schools	4	2		2	8
This school has a reputation of being friendly and helpful	3	2	1	6	12
This school has a reputation of getting people jobs	1	1		2	4
Other:	6	2	1	3	12
Couldn't attend regular high school program (youth medical)					
Course was free at this school					
Didn't like other schools in area					
Best equipped school for pursuit of interest					
Excellent instruction					
Employer suggested it					

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[a] Numbers refer to questionnaire items

[b] Number of times selected. This item was unlimited choice; therefore, frequency may exceed number of respondents.

TABLE 2, continued

29. How did you find out about the AVE courses offered at this school?	SCHOOL A	 B	 C	 D	 ROW TOTAL
Newspaper	24	7	4	20	55
Radio	4			1	5
T.V.					
From friends	22	23	4	14	63
From my employer	4	1	1	5	11
A brochure or pamphlet	14	9	21	12	56
Other: A high school teacher or counselor Letter from V.A. office Called school Live near the school School called	6	10	5	8	29

Table 3 summarizes the participants' evaluations of the AVE program. In general, former participants were satisfied or very satisfied with the training they had received in their AVE program (95 percent checked these responses) and an almost equal percent indicated that they would recommend the AVE program to others. Specific components of the program were also rated high in most cases. However, the "quality of instruction" and "coverage of basic skills" were considered "fair" or "poor" by about 12 percent of the respondents. Books and other reading materials were rated excellent or good by 76 percent of the respondents. Help in course selection, counseling and job placement were less often rated excellent or good. Some respondents indicated, by writing in responses, that they did not need or seek this help. Less than half of the respondents rated these services better than fair. The very high "no response" rate for items number 10e, 10f, 10g, and 10h is probably an indication that many participants were unaware of these services if they were offered. The fact that some respondents did rate these areas high may mean that the service is offered informally through counselors or instructors and not as an official part of the program.

Table 3

PARTICIPANT PROGRAM EVALUATION

	SCHOOL				
10a. Facilities and equipment[a]	A	B	C	D	ROW TOTAL
Excellent	24 (39%)	24 (48%)	22 (67%)	25 (48%)	95 (49%)
Good	29 (47%)	22 (44%)	10 (30%)	25 (48%)	86 (44%)
Fair	7 (12%)	3 (6%)		2 (4%)	12 (6%)
Poor	1 (2%)	1 (2%)			2 (1%)
Column Total[b]	61	50	32	52	195
10b. Quality of instruction					
Excellent	29 (47%)	20 (40%)	10 (30%)	26 (50%)	85 (43%)
Good	25 (41%)	23 (46%)	15 (46%)	21 (40%)	84 (43%)
Fair	7 (12%)	6 (12%)	6 (18%)	3 (6%)	22 (11%)
Poor		1 (2%)			1 (.5%)
Column Total	61	50	31	50	192

[a] Numbers refer to questionnaire items

[b] Adjusted to include no response or errors in marking

NOTE: Percentages may not equal 100 due to rounding

TABLE 3, continued

	SCHOOL				
10c. Books and other reading material	A	B	C	D	ROW TOTAL
Excellent	18 (30%)	11 (22%)	8 (24%)	20 (39%)	57 (29%)
Good	28 (46%)	29 (58%)	15 (46%)	21 (40%)	93 (47%)
Fair	10 (16%)	7 (14%)	3 (9%)	7 (14%)	27 (14%)
Poor		2 (4%)	5 (15%)	3 (6%)	10 (5%)
Not Available/ Not Applicable	2 (3%)				2 (1%)
NR/E[c]	3 (5%)	1 (2%)	2 (6%)	1 (2%)	7 (4%)
Column Total	61	50	33	52	196
10d. Coverage of basic skills or knowledge					
Excellent	20 (33%)	16 (32%)	6 (18%)	22 (42%)	64 (33%)
Good	26 (43%)	28 (56%)	24 (73%)	28 (54%)	106 (54%)
Fair	13 (21%)	5 (10%)	2 (6%)		20 (10%)
Poor	1 (2%)	1 (2%)			2 (1%)
Not Available/ Not Applicable					
NR/E	1 (2%)		1 (3%)	2 (4%)	4 (2%)
Column Total	61	50	33	52	196

[c] Means "no response or error in marking"

TABLE 3, continued

	SCHOOL				
10e. Help in deciding which courses to take	A	B	C	D	ROW TOTAL
Excellent	18 (30%)	3 (6%)	3 (9%)	15 (29%)	39 (20%)
Good	18 (30%)	15 (30%)	8 (24%)	16 (31%)	57 (29%)
Fair	3 (5%)	6 (12%)	4 (12%)	6 (12%)	19 (10%)
Poor	5 (8%)	2 (4%)	3 (9%)	1 (2%)	11 (6%)
Not Available/ Not Applicable	14 (23%)	19 (38%)	10 (30%)	7 (14%)	50 (26%)
NR/E	3 (5%)	5 (10%)	5 (15%)	7 (14%)	20 (10%)
Column Total	61	50	33	52	196
10f. Counseling about personal problems					
Excellent	11 (18%)	1 (2%)	2 (6%)	9 (17%)	23 (12%)
Good	11 (18%)	9 (18%)	2 (6%)	12 (23%)	34 (17%)
Fair	1 (2%)	4 (8%)	5 (15%)	3 (6%)	13 (7%)
Poor	1 (2%)	3 (6%)	1 (3%)	1 (2%)	6 (3%)
Not Available/ Not Applicable	26 (43%)	27 (54%)	14 (42%)	16 (31%)	83 (42%)
NR/E	11 (18%)	6 (12%)	9 (27%)	11 (21%)	37 (19%)
Column Total	61	50	33	52	196

TABLE 3, continued

	SCHOOL				
10g. Help in making career or job decisions	A	B	C	D	ROW TOTAL
Excellent	12 (20%)	3 (6%)	2 (6%)	11 (21%)	28 (14%)
Good	10 (16%)	12 (24%)	7 (21%)	10 (19%)	39 (20%)
Fair	2 (3%)	7 (14%)	3 (9%)	3 (6%)	15 (8%)
Poor	1 (2%)	1 (2%)	1 (3%)	1 (2%)	4 (2%)
Not Available/ Not Applicable	27 (44%)	21 (42%)	12 (36%)	16 (31%)	76 (39%)
NR/E	9 (15%)	6 (12%)	8 (24%)	11 (21%)	34 (17%)
Column Total	61	50	33	52	196

10h. Help in job placement					
Excellent	5 (8%)	2 (4%)	1 (3%)	9 (17%)	17 (9%)
Good	9 (15%)	9 (18%)		6 (12%)	24 (12%)
Fair	2 (3%)	4 (8%)	5 (15%)	2 (4%)	13 (7%)
Poor	3 (5%)	4 (8%)		2 (4%)	9 (5%)
Not Available/ Not Applicable	33 (54%)	23 (46%)	18 (55%)	19 (37%)	93 (48%)
NR/E	9 (15%)	8 (16%)	9 (27%)	14 (27%)	40 (20%)
Column Total	61	50	33	52	196

TABLE 3, continued

	SCHOOL				
11. General satisfaction with training	A	B	C	D	ROW TOTAL
Very Satisfied	31 (51%)	17 (34%)	10 (30%)	34 (65%)	92 (47%)
Satisfied	28 (46%)	27 (54%)	22 (67%)	17 (33%)	94 (48%)
Dissatisfied	2 (3%)	3 (6%)			5 (3%)
Very Dissatisfied		2 (4%)			2 (1%)
NR/E		1 (2%)	1 (3%)	1 (2%)	3 (2%)
Column Total	61	50	33	52	196
12. Would you recommend this school to others?					
Yes	58 (95%)	45 (90%)	33 (100%)	48 (92%)	184 (94%)
No	2 (3%)	5 (10%)		2 (4%)	9 (5%)
NR/E	1 (2%)			2 (4%)	3 (2%)
Column Total	61	50	33	52	196

Tables 4 through 7 provide data on the purposes for which participants took classes in the AVE program. Table 4 relates to those participants taking vocational classes for leisure interest, Table 5 relates to those enrolling to update or upgrade previously acquired occupational training, Table 6 summarizes the data for those enrolling as pre-preparatory or career exploration participants, and Table 7 provides information about those former participants who enrolled to prepare for a job or to change jobs; e.g., for preparatory training.

It is shown in Table 4 that of the 69 former participants who enrolled in vocational training to pursue a leisure interest, three (4 percent), continued their training by enrolling in an advanced program, two (3 percent), have since considered some form of employment related to their leisure interest course work. Slightly less than 40 percent of the leisure interest participants could be classified as utilizing or considering to utilize their training for occupational purposes. The choices most often selected in response to the question about these possibilities were: "as an alternative to my present job", "as a part-time or second job", and "as a retirement job." About 28 percent of the leisure interest participants plan on taking more training in the same occupational field.

Table 4

LEISURE INTEREST PARTICIPANTS

	SCHOOL				
14. Since completing the leisure interest course, did you enroll in advanced training?[a]	A	B	C	D	ROW TOTAL
Yes	1 (4%)		2 (14%)		3 (4%)
No	19 (83%)	15 (83%)	12 (86%)	13 (93%)	59 (86%)
NR/E[b]	3 (13%)	3 (17%)		1 (7%)	7 (10%)
Column Total[c]	23	18	14	14	69

15. Since completing the leisure interest course, did you take a job related to your training?	A	B	C	D	ROW TOTAL
Yes		2 (11%)			2 (3%)
No	19 (86%)	13 (72%)	12 (100%)	13 (93%)	57 (86%)
NR/E	3 (14%)	3 (17%)		1 (7%)	7 (13%)
Column Total	22	18	12	14	66

16. Since completing the leisure interest course, have you considered any form of employment?	A	B	C	D	ROW TOTAL
Yes	5 (23%)	4 (25%)	3 (25%)	8 (57%)	20 (31%)
No	14 (64%)	9 (56%)	9 (75%)	6 (43%)	38 (59%)
NR/E	3 (13%)	3 (19%)			6 (10%)
Column Total	22	16	12	14	64

[a] Numbers refer to questionnaire items

[b] Means "no response or error in marking"

[c] Adjusted to include no response or errors in marking

NOTE: Percentages may not equal 100 due to rounding

TABLE 4, continued

	SCHOOL				
16a. If yes, indicate any of the following possibilities you have considered	A[d]	B	C	D	ROW TOTAL
Alternative to present job	1	2	1	2	6
Part-Time or second job	1		1	3	5
Retirement job	3		1	2	6
Full-Time or part-time job if unemployed	1	1			2
Other		1		3	4
As an alternative job, should the need arise					
As insurance in the event of unemployment					
Irrelevant comments					
17. Are you planning to take further training in this leisure interest area?					
In the near future	4 (18%)	7 (44%)	2 (17%)	4 (29%)	17 (27%)
Perhaps	14 (64%)	3 (19%)	5 (42%)	8 (57%)	30 (47%)
No	3 (14%)	3 (19%)	5 (42%)	1 (7%)	12 (19%)
NR/E	1 (4%)	3 (18%)		1 (7%)	5 (7%)
Column Total	22	16	12	14	64

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[d] Number of times selected. This item was unlimited choice; therefore, frequency may exceed number of respondents

It is shown in Table 5 that of the 60 participants who enrolled for supplementary purposes, 51 (85 percent) were employed. Eight (15 percent) indicated that they were unemployed. Of those unemployed at enrollment, three (38 percent) found jobs after their training. Of the 51 who were employed, 13 (26 percent) indicated that their employer had required or suggested that they enroll in further training.

Table 5 also indicates that most (58 percent) of the participants believed that the training helped improve their job skills and 35 (60 percent) indicated that the training related to the specific skills they needed or wanted. However, a significant number of respondents (33 percent) indicated that the training was only somewhat helpful and 19 (33 percent) felt that most or only some of the training was relevant. This could be interpreted as indicating a need for different classes for supplementary participants designed to offer modules or short courses for specific skills. Ten supplementary participants indicated that they had changed jobs since completing their training and nine of those responded that the change reflected an advancement or better working conditions. Increased wages, a higher position, and more responsibility were together selected 35 times as benefits of the supplementary training. Less tangible benefits such as more job security, better working conditions, and more opportunity for advancement were selected 38 times. Fourteen supplementary participants indicated they had received no benefits related to their training. Of the seven participants who were unemployed since completing the program, two indicated the reason was marriage or full-time homemaking, one indicated a medical problem, and one was unable to find a job. Three respondents who checked "other" specified that they had taken the update training for future employment.

Table 5

SUPPLEMENTARY PARTICIPANTS

	SCHOOL				
14. Employment status at time of enrollment?[a]	A	B	C	D	ROW TOTAL
Employed	11 (73%)	17 (100%)	6 (75%)	17 (85%)	51 (85%)
Unemployed	3 (20%)		2 (25%)	3 (15%)	8 (13%)
NR/E[b]	1 (7%)				1 (2%)
Column Total[c]	15	17	8	20	60
15. If you were unemployed, how long has it been since you last had a job in this occupational field?					
Less than one year			1 (50%)	1 (33%)	2 (25%)
1-3 years					
3-5 years				1 (33%)	1 (12%)
Over 5 years	2 (67%)		1 (50%)		3 (38%)
Never employed	1 (83%)			1 (33%)	2 (25%)
Column Total	3		2	3	8

[a] Numbers refer to questionnaire items

[b] Means "no response or error in marking"

[c] Adjusted to include no response or errors in marking

NOTE: Percentages may not equal 100 due to rounding

TABLE 5, continued

16. Have you been employed since completing your upgrading?	SCHOOL A	 B	 C	 D	 ROW TOTAL
Yes	1 (33%)			2 (67%)	3 (38%)
No	2 (67%)		1 (50%)	1 (33%)	4 (50%)
NR/E			1 (50%)		1 (12%)
Column Total	3		2	3	8

17. If employed at enrollment, did your employer require or suggest you update or upgrade?	A	B	C	D	ROW TOTAL
Yes	2 (18%)	3 (18%)	1 (17%)	7 (41%)	13 (26%)
No	8 (73%)	12 (71%)	5 (83%)	10 (59%)	35 (67%)
NR/E	1 (9%)	2 (11%)			3 (7%)
Column Total	11	17	6	17	51

18. Do you feel that the training helped you improve your job skills?	A	B	C	D	ROW TOTAL
Yes	5 (36%)	10 (59%)	4 (50%)	14 (78%)	33 (60%)
Somewhat	6 (43%)	7 (41%)	3 (38%)	3 (17%)	19 (34%)
No	1 (7%)			1 (6%)	2 (4%)
NR/E	2 (14%)		1 (12%)		3 (2%)
Column Total	14	17	8	18	57

TABLE 5, continued

	SCHOOL				
19. How did the training at this school relate to the specific skills you needed or wanted to learn?	A	B	C	D	ROW TOTAL
Most related	8 (57%)	11 (65%)	3 (38%)	13 (72%)	35 (60%)
Some related	3 (21%)	5 (29%)	3 (38%)	4 (22%)	15 (26%)
Most not related	1 (7%)	1 (6%)	1 (12%)	1 (6%)	4 (7%)
NR/E	2 (15%)		1 (12%)		3 (7%)
Column Total	14	17	8	18	57
20. Present employment status					
Unemployed	2 (14%)	1 (6%)	1 (13%)	2 (11%)	6 (11%)
Employed	10 (71%)	16 (94%)	6 (75%)	16 (89%)	48 (84%)
NR/E	2 (15%)		1 (12%)		3 (5%)
Column Total	14	17	8	18	57
21. If employed, are you working for the same employer as when you enrolled?					
Yes	8 (80%)	13 (81%)	6 (100%)	11 (69%)	38 (79%)
No	2 (20%)	3 (19%)		5 (31%)	10 (21%)
Column Total	10	16	6	16	48

TABLE 5, continued

21a. If no, does your present job represent an advancement or better working conditions?	SCHOOL A	B	C	D	ROW TOTAL
Yes	1 (50%)	3 (100%)		5 (100%)	9 (90%)
No	1 (50%)				1 (10%)
Column Total	2	3		5	10

22. Benefits received as a result of the training	A[d]	B	C	D	ROW TOTAL
More job security	1	6	2	5	14
Better working conditions		5		3	8
Increased wages	1	3	3	6	13
Higher position	2	4	1	2	9
More responsibility	2	7	1	3	13
More opportunity for advancement	3	4	1	8	16
No benefits related to training	6	4	2	2	14

[d] Number of times selected. This item was unlimited choice; therefore, frequency may exceed number of respondents.

TABLE 5, continued

23. If you have been unemployed since completing the training, have you been enrolled in an advanced training program or college?	SCHOOL A	B	C	D	ROW TOTAL
Yes					
No	2 (50%)	1 (100%)	1 (50%)	2 (67%)	6 (60%)
NR/E	2 (50%)		1 (50%)	1 (33%)	4 (40%)
Column Total	4	1	2	3	10

24. If unemployed since completing training, why?	A[e]	B	C	D	ROW TOTAL
Marriage/homemaking	2				2
Medical reasons		1			1
Retired					
Joined military					
Laid off					
Unable to Find a job			1		1
Other: Update for future employment	1			2	3

[e] Number of times selected. This item was unlimited choice; therefore, frequency may exceed number of respondents.

Eighteen respondents indicated that they had enrolled in the AVE program to prepare for advanced training or college as shown in Table 6. By cross tabulation it was found that nine of these respondents were between the ages of 16 and 20 years old. Some indicated on the questionnaire that they were still enrolled in high school. In selecting the sample it was not always possible to determine this from the schools' permanent records since 16 year olds may quit high school and may enroll in an AVE program. The number of respondents in the survey still enrolled in high school could be ascertained from the data. However, it is suspected that the high "no response" is the result of high school students not knowing how to respond to questions oriented to already being in an advanced training program. Of the 18 who selected this category, seven (39 percent) indicated that they had enrolled in an advanced training program. Of those seven, three enrolled in a one-year program and two in a four-year bachelor's degree program. Four out of the five indicated that the AVE training was very helpful in their advanced program and three felt that they were doing better than most of their classmates in the advanced program.

Three respondents indicated that they had taken a job instead of going on for advanced training; however, only one person had taken a job related to the training in t[illegible] program. Those who indicated that they were in unrelated jobs gave the reason that they needed more training to get a job in the field taken in the AVE program. The only respondent who indicated being unemployed gave as a reason "unable to find a job."

Table 6

PRE-PREPARATORY/CAREER EXPLORATION PARTICIPANTS

	SCHOOL				
14. After completing training, did you enroll in an advanced program?[a]	A	B	C	D	ROW TOTAL
Yes	4 (40%)	1 (33%)	2 (67%)		7 (39%)
No	2 (20%)			2 (100%)	4 (22%)
NR/E[b]	4 (40%)	2 (67%)	1 (33%)		7 (39%)
Column Total[c]	10	3	3	2	18
14a. If yes, what kind of advanced program?					
Apprenticeship					
One year certificate	2 (50%)		1 (50%)		3 (43%)
Two year degree					
Four year degree		1 (100%)	1 (50%)		2 (29%)
NR/E	2 (50%)				2 (28%)
Column Total	4	1	2		7

[a] Numbers refer to questionnaire items

[b] Means "no response or error in marking"

[c] Adjusted to include no response or errors in marking

NOTE: Percentages may not equal 100 due to rounding

TABLE 6, continued

	SCHOOL				
15. Did training help in your advanced program?	A	B	C	D	ROW TOTAL
Very helpful	2 (67%)	1 (100%)	1 (50%)		4 (57%)
Somewhat helpful	1 (33%)				1 (14%)
Not helpful					
NR/E			1 (50%)	1 (100%)	2 (29%)
Column Total	3	1	2	1	7
16. How do you feel you are doing in your advanced training program compared to your present classmates?					
Better than most	2 (67%)		1 (50%)		3 (43%)
About the same as most	1 (33%)	1 (100%)			2 (29%)
Not as good as most					
NR/E			1 (50%)	1 (100%)	2 (28%)
Column Total	3	1	2	1	7
17. If not enrolled in further training, have you been employed?					
Yes	2 (100%)			1 (50%)	3 (75%)
No				1 (50%)	1 (25%)
Column Total	2			2	4

TABLE 6, continued

18. If yes, did you take a job related to your training?	SCHOOL A	B	C	D	ROW TOTAL
Yes	1 (50%)				1 (33%)
No	1 (50%)			1 (100%)	2 (67%)
Column Total	2			1	3

18a. If no, indicate the reason for not taking a job related to your training	A	B	C	D	ROW TOTAL
Could not find a job in this field					
Need more training to get a job	1 (100%)			1 (100%)	2 (100%)
Developed new interests					
More money in another occupation					
Did not like this occupation					
Other					
Column Total	1			1	2

TABLE 6, continued

	SCHOOL				
19. If you have not been employed since your training, why?	A	B	C	D	ROW TOTAL
Marriage/homemaking					
Medical reasons					
Retired					
Joined military					
Planning to enroll in an advanced program					
Unable to find a job				1 (100%)	1 (100%)
Other					
Column Total				1	1

In Table 7 it is interesting to note that 48 former participants had enrolled to learn the basic skills to get a job or to change jobs. Of those, 39 (75 percent) indicated they had been employed since completing their training in the AVE program. However, only 19 (45 percent) were employed in jobs related to their training. Of this group, 17 (89 percent) found their jobs without having to move to another geographic area. Two wanted and found part-time jobs and 16 were employed full-time. Five of the 19 indicated that their starting wages were $4.50 or more per hour and 12 earned between $2.50 and $3.49 per hour. Only two indicated starting wages less than $2.50 per hour. Over 63 percent were very satisfied with their jobs and 60 percent indicated they had no serious job problems. Of the 19 securing employment after completing their training, 14 (74 percent) were still employed on that job at the time of the survey.

There were 23 (55 percent) of the preparatory students who took jobs in an occupation unrelated to their training in the AVE program. The most frequently cited reason was that they needed more training to get a job. Other reasons selected were: "could not find a job in their occupation", "developed new interests", and "did not like their occupational field." Each of these were selected about the same number of times. Two preparatory students indicated that they had enrolled in an advanced training program after completing the preparatory training. Marriage or full-time homemaking was the reason most often given by the eight (15 percent) unemployed since completing their training in the AVE program. Some indicated that they had taken the training for future employment and had not yet sought a job.

Table 7

PREPARATORY PARTICIPANTS

	SCHOOL				
14. Have you been employed since completing your training?[a]	A	B	C	D	ROW TOTAL
Yes	10 (67%)	12 (92%)	6 (67%)	11 (73%)	39 (75%)
No	4 (26%)	1 (8%)	2 (22%)	3 (20%)	10 (19%)
NR/E[b]	1 (7%)		1 (11%)	1 (7%)	3 (6%)
Column Total[c]	15	13	9	15	52
15. Have you been employed in an occupation related to your training?					
Yes	7 (58%)	6 (50%)	1 (17%)	5 (42%)	19 (45%)
No	5 (42%)	6 (50%)	5 (83%)	7 (58%)	23 (55%)
Column Total	12	12	6	12	42
16. If you are employed in a field related to your training, how many employers did you contact trying to find this job?					
One	3 (43%)	3 (50%)	1 (100%)	2 (40%)	9 (47%)
Two - Three	3 (43%)	2 (33%)		3 (60%)	8 (42%)
Four - Five	1 (14%)	1 (17%)			2 (11%)
Six or More					
Column Total	7	6	1	5	19

[a] Numbers refer to questionnaire items

[b] Means "no response or error in marking"

[c] Adjusted to include no response or errors in marking

NOTE: Percentages may not equal 100 due to rounding

TABLE 7, continued

	SCHOOL				
17. How did you find this job?	A	B	C	D	ROW TOTAL
Found the job on my own	5 (72%)	2 (33%)	1 (100%)	2 (40%)	10 (53%)
Family or friends	1 (14%)	2 (33%)		1 (20%)	4 (21%)
State or local employment agency					
Private employment agency					
Counselor or teacher	1 (14%)	2 (33%)		1 (20%)	4 (21%)
Other				1 (20%)	1 (5%)
Column Total	7	6	1	5	19
18. Did you move to another area or out of state to find this job?					
Yes					
No	7 (100%)	6 (100%)	1 (100%)	5 (100%)	19 (100%)
Column Total	7	6	1	5	19
19. Was this job full-time or part-time?					
Full-time	7 (100%)	4 (67%)	1 (100%)	4 (80%)	16 (84%)
Part-time		1 (17%)		1 (20%)	2 (11%)
NR/E		1 (16%)			1 (5%)
Column Total	7	6	1	5	19

TABLE 7, continued

	SCHOOL				
19a. Indicate your reason for taking a part-time job	A	B	C	D	ROW TOTAL
Not interested in full-time		1 (100%)		1 (100%)	2 (100%)
Homemaking/child care					
Medical					
Retirement benefits					
Unable to find a full-time job					
Column Total		1		1	2

20. What were your starting wages on this job?	A	B	C	D	ROW TOTAL
$2.49 or less per hour	2 (29%)				2 (11%)
$2.50 - $3.49 per hour	2 (29%)	5 (83%)	1 (100%)	2 (40%)	10 (53%)
$3.50 - $4.49 per hour	2 (29%)				2 (11%)
$4.50 - $5.49 per hour		1 (17%)		1 (20%)	2 (11%)
$5.50 or more per hour	1 (14%)			2 (40%)	3 (16%)
Column Total	7	6	1	5	19

TABLE 7, continued

		SCHOOL				
21.	What was the most serious problem you had when you first began working on this job?	A	B	C	D	ROW TOTAL
	Could not perform certain tasks				1 (20%)	1 (5%)
	Too slow at some tasks	3 (43%)	3 (50%)			6 (32%)
	Trouble deciding which tasks were most important		1 (16%)			1 (5%)
	Could not manage time					
	Could not get along with supervisor					
	Could not get along with other workers					
	Had no serious problems	4 (57%)	2 (34%)	1 (100%)	4 (80%)	11 (58%)
	Column Total	7	6	1	5	19
22.	Satisfaction with job					
	Very satisfied	5 (71%)	4 (67%)	1 (100%)	2 (40%)	12 (63%)
	Somewhat satisfied	2 (29%)	2 (33%)		2 (40%)	6 (32%)
	Not satisfied				1 (20%)	1 (5%)
	Column Total	7	6	1	5	19

TABLE 7, continued

	SCHOOL				
23. How does your training compare to that of other employees on this job?	A	B	C	D	ROW TOTAL
Better than most	1 (14%)	3 (50%)		3 (60%)	7 (37%)
About the same as most	6 (86%)	3 (50%)	1 (100%)	1 (20%)	11 (58%)
Not as good as most				1 (20%)	1 (5%)
Column Total	7	6	1	5	19
24. Are you presently employed on this job?					
Yes	6 (86%)	4 (67%)	1 (100%)	3 (60%)	14 (74%)
No	1 (14%)	1 (17%)		1 (20%)	3 (16%)
NR/E		1 (16%)		1 (20%)	2 (10%)
Column Total	7	6	1	5	19

TABLE 7, continued

25. If you are employed but not in an occupation related to your training, why?	SCHOOL				
	A[d]	B	C	D	ROW TOTAL
Could not find a job in this occupation	1			4	5
Need more training to get a job	2	4	1	4	11
Developed new interests	1	1	1		3
Found I could make more money in another occupation	2	1	1		4
Did not like this occupation	1	1	1		3
Other: Moved to another state Occupation of training not as suitable for a woman (printing) Didn't want to work evening hours Didn't have tools to get job	1	2	1	1	5

[d] Number of times selected. This item was unlimited choice; therefore, frequency may exceed number of respondents.

TABLE 7, continued

26. If you are unemployed have you enrolled in advanced training?	SCHOOL A	 B	 C	 D	 ROW TOTAL
Yes	1 (25%)		1 (50%)		2 (20%)
No	3 (75%)	1 (100%)	1 (50%)	3 (100%)	8 (80%)
Column Total	4	1	2	3	10

27. If you have been unemployed since completing training, why?	A	B	C	D	ROW TOTAL
Marriage/homemaking	2 (67%)		1 (100%)	1 (33%)	4 (50%)
Medical reasons					
Retired					
Joined military					
Unable to find a job					
Other: Didn't plan to get a job until later on Have not made a real effort yet Planning to pursue training in a different field	1 (33%)	1 (100%)		1 (33%)	3 (38%)
NR/E				1 (33%)	1 (12%)
Column Total	3	1	1	3	8

Summary of the AVE Follow-Up

Administration of the instrument with one subsequent follow-up yielded an approximate 50 percent rate of return which is generally acceptable for follow-up studies and especially gratifying in view of the problems noted in local record keeping and the inclement weather at the particular time of the year. Subsequent telephone calls to a selected sample of non-respondents showed no significant differences between non-respondents and respondents nor did it indicate problems in the instrument itself or its administration.

The respondents appeared to be young, white, and not having physical handicaps. Largely, they were high school educated with their enrollment having been limited to a single vocational education course. Primarily, they were employed, some of whom were looking for a job, and were enrolling in the course for leisure interest, supplementary training to their current employment, or preparatory training for a future job. Availability of a particular course and convenience of the school location seemed to be the primary reasons for their enrollment.

Apparently, the participants were quite satisfied with the facilities and equipment, the quality of instruction, the materials available, and the content included in the course they took. Substantial numbers of participants were unable to react to ancillary services such as counseling and job placement, perhaps due to their lack of knowledge about such service availability or lack of such services. Overwhelmingly, the respondents would recommend the course to other individuals.

The substantial number of participants who enrolled in the AVE class for leisure interest, preparatory training, or supplementary training, appears to suggest that AVE enrollees have a motivation for their participation beyond that of merely exploring an occupational area. When this information is combined with the apparent low utilization of career counseling and placement services, it may suggest that many individuals who have a career exploration motivation are not being reached by the AVE programs. Thus, if the data presented are valid there could be implications for AVE recruitment.

Finally, if the responses to the many items are reviewed by school and in terms of the total, rather substantial differences may be noted. No explanation for this phenomena is available from the follow-up study; however, it should reinforce the point that schools, communities, and AVE structure and philosophy may have a major impact on the students who are enrolling in courses and their ultimate perceptions about their education. Furthermore, this diversity adds credence to the earlier contention that adult vocational education is indeed complex and difficult to characterize.

X. SUMMARY AND CONCLUSIONS

It is clear that adult vocational education is a complex and changing field. What was in former years a rather discrete aspect of vocational education defined through specific federal legislation is no longer easy to grasp. Definitional problems, legislative changes, population shifts, and funding patterns have caused adult vocational education to become an elusive concept at best.

The objective of this project was to develop a set of standardized materials applicable to conducting locally directed follow-up studies of adult vocational education (AVE) program participants. A secondary objective was to provide a profile of base line information derived from the validation process for a state-wide sample of participants six months after involvement in the instructional program.

This study was undertaken as an initial effort to recognize and grasp the salient characteristics of adult vocational education and incorporate them into a system for adult vocational education evaluation. The result was the development of a follow-through system of adult vocational education participants which could be employed as a major part of a total evaluation effort. Thus, several instruments were developed to fulfill this objective as well as the recommendation of components of the total system.

Traditional follow-up studies were found to be characteristically designed for preparatory students in programs with a standardized curriculum consisting of an established sequence of courses taken over a prescribed period of time. The underlying assumption in most follow-up studies, therefore, is that the training in a particular program is essentially the same for all graduates. Moreover, it is assumed that the primary purpose for which students enroll in these preparatory programs is to secure a job (or enroll in an advanced, degree granting training program) shortly after graduation.

Adult vocational education participants differ from students in these preparatory programs in ways that make the traditional follow-up survey impractical for program planning and evaluation. One difference is that AVE participants enroll for other purposes in addition to preparatory training to secure employment. One major objective is that of updating or upgrading previously acquired training (supplementary training). Another objective is that of learning vocational skills and knowledge for the purpose of pursuing a leisure interest or hobby. Evidence indicated that some participants also enroll in vocational courses as a form of career exploration, i.e., to test their ability and interest in a field to help them make a career choice.

In these various purposes the goal of the participant is not necessarily to secure a job related to their training after completing the course work. A number of AVE participants also take vocational training as a kind of insurance in the event that the need should arise.

In checking former AVE participants' records of courses taken, in schools where this was available, it was discovered that there is a wide variation in the nature of the training taken. Some participants had taken only a part of a course while others had taken a sequence of courses duplicating a complete preparatory curriculum. Yet other participants had enrolled in courses in several different occupational fields over a period of several years.

Because of these basic differences between AVE participants and students in most preparatory programs, it was determined that a traditional follow-up instrument which focuses on job placement six months to one year after program completion would not reflect a true evaluation for most adult vocational education programs.

In addition to these problems, it was found that a wide diversity of record keeping is practiced by various AVE program administrators. In at least one school contacted, it was reported that no permanent records of names, addresses or courses taken were kept. On the other hand, some schools have computerized systems which provide all of this information. The variation in record keeping makes it impossible to draw a state-wide sample which would represent the actual AVE enrollment for a particular point in time. This problem pointed out the need for a record keeping system that could be used by local AVE administration. It was determined that a system should be provided to elicit information for locating former participants, determining purposes for enrolling, and establishing the nature of the training taken.

Given these findings, the original objectives were modified to that of designing a follow-through system which could be used to provide basic record keeping data and information for evaluation in the form of participant feedback during the program as well as after termination. Sample materials designed for these purposes were:

1. A Registration Form
2. The Participant Survey
3. The Exit Form
4. The AVE Follow-Up Survey for:
    (a) Preparatory Students
    (b) Supplementary Students
    (c) Pre-Preparatory Career Exploration Students
    (d) Leisure Interest Students
5. An AVE Employer Follow-Up

As an early effort to provide initial data and feasibility for the notion of follow-up and follow-through, a pilot follow-up study was conducted in four area vocational school districts. A questionnaire was developed, which included many of the items to be included in the follow-through system, and administered to a sample of graduates of the four districts. This instrument was field tested in four AVE programs in Indiana. This field test indicated that the general survey could be successfully utilized, with some minor modifications, to determine limited information for those programs with accurate location data for former participants.

The findings from this pilot study shows that the majority of former AVE students in the four schools tested are young, employed middle class whites. Of the total sample, 35 percent enrolled for leisure interest pursuits, 31 percent enrolled for supplementary training, 8 percent were enrolled for pre-preparatory training or career exploration, and 25 percent were enrolled for preparatory purposes. In this last category, of 48 former participants who had indicated that they had enrolled to learn basic skills to get a job or to change jobs, only 19 were successful in getting jobs related to the training taken. At the time of the survey, 14 of the 19 were still employed on that job.

The most significant finding was that 25 (36 percent) of the 69 participants who enrolled in vocational courses for leisure interest purposes either took a job, entered an advanced program, or considered some form of employment related to their leisure interest after completing their course work. Evidence seems to indicate that leisure interest vocational training provides skills and knowledge that is seen as enhancing job potential whether that was the original motivation for enrollment or not. This is based on participant selection of statements such as: "as an alternative to my present job", "as a part-time or second job", and "as a retirement job", when asked "since completing the leisure interest course, have you considered any form of employment?"

Some respondents wrote comments such as "I am taking this training in the event that I should lose my present job", "I am updating my training for future use, however, I am a mother of ten children now", and "I haven't seriously looked for a job as of yet, but I plan to in the near future." These comments also suggest that AVE serves as preparatory training which cannot be evaluated by a six month or even a one year follow-up.

The results of this project show the complexity of evaluating AVE programs based on participant follow-up studies. Participant feedback is considered to be an important component in a total program planning and evaluation system; however, follow-up is shown to be only one aspect of evaluative information. The system developed is an attempt to provide a method of collecting participant feedback for program evaluation at various times. The Exit Survey elicits participants' evaluation of program variables before leaving the program. The Registration Form provides information relative to the participants' purposes for enrolling. This approach makes it possible to design follow-up instruments that will elicit information relative to the participant's training vis a vis post-program activities.

It is recommended that serious consideration be given by appropriate state and local education agencies regarding the initiation of a thorough follow-through system for providing decision-making information regarding adult vocational education. Furthermore, it is suggested that the instruments resulting from this study, for the follow-through system, be pilot tested in a representative sample of the several institutions which deliver adult vocational education in Indiana. On the basis of these results, the State of Indiana could then implement an on-going follow-through system which would be consistent throughout the delivering institutions and agencies and provide necessary information for state-wide decision making in adult vocational education.

XI. APPENDICES

APPENDIX A

AVE FOLLOW-THROUGH SYSTEM

PARTICIPANT REGISTRATION

AVE programs in Indiana differ greatly in the way permanent records are collected, stored and utilized. Some programs have no system for storing or categorizing information on former participants. Others have comprehensive computerized systems that provide relevant and easily retrievable data.

To conduct a follow-up study it is essential that accurate, up-to-date location information be accessible for each former participant. This is necessary not only to locate former participants after they leave the program, but also to be able to determine the nature of each participant's training. The type of training based on the goals of the participant is an especially important item of information since it is by this designation that participants in AVE programs will be classified for future selection of follow-up samples.

The registration form can also provide evaluative information about who is enrolling, the courses selected, and the enrollment in the different occupational fields. This can facilitate an early check on whether or not the program is meeting the objectives established relative to target enrollment populations and district wants and needs.

For these purposes, it is essential that a carefully constructed standardized registration form be developed. The registration form presented here is only an example and each school or institution will find it necessary to modify this to meet their own unique needs. Since AVE is often a part of a broader adult education program including high school completion, basic education or continuing general interest divisions, it may be necessary to add information for administrative purposes to distinguish these participants.

The registration form presented includes 17 items of information. Key information that must be included to conduct a later follow-up utilizing the proposed AVE system consists of the following:

1. Date of registration
2. Complete and accurate name of participant
3. Complete and accurate mailing address and telephone number of participant
4. Type of participant:
    a. preparatory
    b. supplementary
    c. pre-preparatory or career exploration
    d. leisure interest
5. Courses selected

The information provided on the sample registration form can be divided into three categories: locational data, participant characteristics, and program selection data.

Sample Items for a Registration Form

1. Date (month, day, year)
2. Name (last, first, middle and maiden)
3. Social Security Number
4. Present Address (street or RR, city, state, zip code)
5. Telephone (area code, number)
6. Permanent Address -- an address through which you can always be located (street or RR, city, state, zip code)
7. Telephone at Permanent Address (area code, number)
8. Your Birth Date (day, month, year)
9. Age (please specify)
10. Sex:

    a. Male
    b. Female

11. Race or cultural background:

    a. American Indian or Alaskan native
    b. White, not of Hispanic origin
    c. Black, not of Hispanic origin
    d. Asian or Pacific Islander
    e. Hispanic

12. Do you have any physical handicaps?

    a. Yes (if yes, briefly describe)
    b. No

13. What is the highest grade completed in school?

    a. Grades 1 to 8
    b. Some high school
    c. High school diploma
    d. Some college or technical school
    e. An Associate Degree or two year certificate
    f. A Bachelor's Degree
    g. A Master's Degree

14. Are you enrolling in this adult program for the first time?

    a. Yes
    b. No, I have taken adult classes here before

15. What is the last school attended? (name, location, date)

16. What is the most important reason you are enrolling in this class or classes, if more than one? (check only one response, a through f, AND the appropriate statement under it, if any)

    SUPPLEMENTARY:

    a. To improve (update or upgrade) skills and knowledge for my present job. What is your present job? (please specify)

    b. To update skills and knowledge for which I have previous training, but have no recent job experience. In what occupation is this? (please specify)

        (1) This is so that I can get a job right after I complete this program

        (2) This is so that I can get a job sometime in the future, but not right away

    PREPARATORY:

    c. To learn the basic skills and knowledge needed so that I can get a job. What occupation are you training for? (please specify)

        (1) This is for my first full-time job

        (2) This will be to change my occupation

        (3) This is to get a second or part-time job

        (4) This is for a future or retirement job

    PRE-PREPARATORY:

    d. To learn the basic skills and knowledge needed so that I can enroll in an advanced training program.

        (1) I plan on enrolling in an apprenticeship program

(2) I plan on enrolling in a one year certificate program

(3) I plan on enrolling in a two year degree program

(4) I plan on enrolling in a four year degree program

CAREER EXPLORATION:

e. I am thinking about this occupation for a possible career. I want to see if I like this kind of work and can do it before I commit myself to it.

LEISURE INTEREST:

f. I am taking this training primarily for a leisure interest or for my own personal use of the skills and knowledge learned.

(1) I probably will never use this training for a full-time or part-time job

(2) I plan to use this training for a retirement job

(3) I may consider this occupational field for a job

17. Please list the class/classes for which you wish to enroll: (please specify course number, course title, day, fee, for high school credit, not for high school credit, total fees)

THE PARTICIPANT SURVEY

It is often undesirable to collect personal data during registration. Adults are sometimes sensitive about divulging information concerning grade levels completed and employment status in the presence of friends or neighbors who might be enrolling with them. For this reason, it is preferable to collect this information by means of an anonymous survey early in the program.

From this data it is possible to ascertain more specifically whether the AVE program is, in fact, attracting those adults identified as potentially needing or wanting training as established by the pre-program district assessments. The primary purpose for collecting this data during the program is that it is possible to get more complete and accurate information than in post-program surveys. However, the Participant Survey can also provide information useful in modifying a program while it is in progress. For example, if a significant number of participants indicate a need for career or personal counseling, then this service may need to be expanded or incorporated, if not offered, into the current program. If it is not possible to modify the present program, the information can be used for modifying future programs.

Since the Participant Survey is anonymous, it duplicates some information collected on the Registration Form. This is unavoidable since it is desirable to correlate goals of participants with age, sex, educational level, economic status, and employment status.

At the time the Participant Survey is administered is an excellent opportunity to begin explaining to participants the significance of evaluation for program improvement. Making participants aware of their role in the evaluation process not only increases cooperation during the program, but in follow-up studies as well. When the instructors or counselors administer this survey, they can explain that people who later choose to leave the program should fill out an exit form. This can greatly increase the participation in evaluation by drop-outs.

The Participant Survey includes three categories of information: personal data about the participants, specific needs which participants have relative to success in the program, and what motivated the participants to enroll. The following sample Participant Survey shows specific items that could be included.

Sample Items for a Participant Survey

(Sample Introduction)

We would like to take this opportunity to welcome you to (name of school or program). It is our hope that your experiences in the adult vocational education program at this school will be both enjoyable and profitable for you.

It is our goal to provide the educational experiences that meet your needs and the needs of your friends and neighbors. To do this, it is essential that we continuously evaluate this program to make certain that it is on target.

As a participant you are one of the most important sources of information about ways that the adult vocational program can be improved. There are three times during your enrollment that you will be asked to help in this regard. The first is this evening and you can help by answering a short questionnaire. The second will be at the end of this semester; and the third will be after you leave the program.

Please take the time now to respond carefully to the questions on the attached survey. It should not be signed. You can be assured that your responses will remain anonymous. Please read each item carefully and select the appropriate response as directed.

Thank you for helping us to help you.

1. What is the most important reason you enrolled in this class/classes? (check only one response, a through f, AND the appropriate statement under it, if any)

    a. To improve (update or upgrade) skills and knowledge for my present job. What is your present job? (please specify)

    b. To update skills and knowledge for which I have previous training but have no recent job experience. In what occupation is this? (please specify)

        (1) This is so that I can get a job right after I complete this program

        (2) This is so that I can get a job sometime in the future, but not right away

    c. To learn the basic skills and knowledge needed so that I can get a job. What occupation are you training for? (please specify)

        (1) This is for my first full-time job

        (2) This will be to change my occupation

        (3) This is to get a second or part-time job

        (4) This is for a future or retirement job

    d. To learn the basic skills and knowledge needed so that I can enroll in an advanced training program.

        (1) I plan on enrolling in an apprenticeship program

        (2) I plan on enrolling in a one year certificate program

        (3) I plan on enrolling in a two year degree program

        (4) I plan on enrolling in a four year degree program

    e. I am thinking about this occupation for a possible career. I want to see if I like this kind of work and if I can do it before I commit myself to it.

    f. I am taking this training primarily for leisure interest or for my own personal use of the skills and knowledge learned.

        (1) I probably will never use this training for a full-time or part-time job

        (2) I plan to use this training for a retirement job

        (3) I may consider this occupational field for a job

2. Age (please specify)

3. Sex:

   a. Male
   b. Female

4. Race or cultural background:

   a. American Indian or Alaskan native
   b. White, not of Hispanic origin
   c. Black, not of Hispanic origin
   d. Asian or Pacific Islander
   e. Hispanic

5. Marital Status:

   a. Single
   b. Married
   c. Divorced
   d. Widowed

6. Are you the only wage earner in your household?

   a. Yes
   b. No

7. If no, what are the occupations of other wage earners? (please specify)

8. How many adults are there in your household?

   a. One
   b. Two
   c. Three
   d. Four or more

9. How many children are there in your household?

   a. None
   b. One to two
   c. Three to four
   d. Five or more

10. Do you have any physical handicaps?

    a. Yes (if yes, briefly describe)
    b. No

11. What is the approximate yearly total of all wages earned in your household?

    a. $5,000 or less
    b. $6,000 - $10,999
    c. $11,000 - $15,999
    d. $16,000 - $24,999
    e. $25,000 or more

12. What is the highest grade you have completed in school?

    a. Grades 1 to 8
    b. Some high school
    c. High school diploma
    d. Some college or technical school
    e. An Associate Degree or two year certificate
    f. A Bachelor's Degree
    g. A Master's Degree

13. What is your present employment status?

    a. Employed full-time
    b. Employed part-time
    c. Unemployed -- seeking full-time job
    d. Unemployed -- seeking part-time job
    e. Unemployed -- not seeking full-time or part-time job
    f. Full-time homemaker
    g. Underemployed (working at a job outside of my training field or that requires no special training)

14. How many different full-time or part-time jobs have you had since becoming an adult (or since graduating from high school)?

    a. Full-time (1, 2, 3, 4, 5, 6 or more)
    b. Part-time (1, 2, 3, 4, 5, 6 or more)

15. What is the longest time you have held any one job?

    a. 10 years or more
    b. 5 - 9 years
    c. 3 - 4 years
    d. 1 - 2 years
    e. less than 1 year

16. If you are unemployed, check the ONE response most appropriate for you.

   a. Unable to find a full-time job
   b. Married and full-time homemaker
   c. Unable to work full-time (medical)
   d. Not interested in working
   e. Retired
   f. Other (specify)

17. If employed part-time, please check the ONE response most appropriate for you.

   a. Unable to find a full-time job
   b. Married -- homemaker
   c. Unable to work full-time (medical)
   d. Not interested in working full-time
   e. Retired
   f. Other (specify)

18. If you have never worked full-time, please indicate why.

   a. Have been in school
   b. Have not been able to find a job
   c. Have been a full-time homemaker
   d. Have a physical handicap (unable to work full-time -- medical)
   e. Have no training for a job
   f. No suitable job available where I live
   g. Not interested in working full-time
   h. Other (specify)

19. What problems are you most concerned about in taking adult class/classes? (Check ALL that apply to you)

   a. I have no problems at this time
   b. I'm not sure about what kind of job I really want
   c. I'm not sure about my abilities. I don't know what I'm able to do best.
   d. I'm not sure I can afford the costs of going to school
   e. I'm not sure I will be able to succeed in school
   f. I'm not sure about being able to get to class because of transportation problems or home duties
   g. I'm concerned about child care for my children

20. Please check any of the following services which you feel you need.

    a. Would like to talk with a counselor about my education and job plans
    b. Would like help from this school in finding a job
    c. Would like to take special tests to learn more about my abilities
    d. Would like to talk with people in different jobs about their work
    e. Would like help on how to find a job, filling out applications, writing resumes, handling interviews, etc.
    f. Would like teachers to discuss various kinds of jobs in class
    g. Don't feel that I need any of the above services
    h. Other (specify)

21. How did you find out about this adult education (training) program?

    a. Newspaper advertisement
    b. Radio or T.V.
    c. From friends
    d. From my employer
    e. From brochures or pamphlets
    f. Other (specify)

22. What is the most important reason that you selected this adult education (training) program? (CHECK ONLY ONE)

    a. I went to high school here
    b. This school is conveniently located for me
    c. This is the only training program I could afford
    d. This school offers the courses I want or need to take
    e. This school is friendly and helpful
    f. My friends go here
    g. This school has the reputation of offering good training
    h. People who go to this school get jobs

23. What class/classes which are not offered now would you like to take? (please list)

THE EXIT SURVEY

Because of the nature of AVE programs, it is difficult to establish a specific graduation or termination point signifying the completion of participant objectives. Students in a regular daytime high school program taking vocational training toward a diploma or students in a vocational post-secondary degree granting program have fairly specific termination or graduation points. This comes at the end of a set curriculum spanning a specified period of time. In contrast, AVE students may not follow any defined preparatory sequence. Because of the open nature of most AVE programs, a participant may take one course or several courses over a period of time. Thus, at any one point in time, such as at the end of a semester, it is difficult for program administrators to determine the exact nature and extent of a particular participant's training. This is an especially difficult problem in terms of determining when a follow-up should be conducted. It is somewhat troublesome in conducting an exit survey. The former problem will be discussed in the following section devoted to the follow-up. The latter problem is solved by administering the exit survey at the end of each training period or semester or at the time that an individual student drops out of the program.

Because many AVE programs charge comparatively low fees and require no long term commitment, it is not uncommon for participants to change their plans in the middle of a semester and, consequently, stop attending. Sometimes they re-enroll the next session in a different area, sometimes they wait several years before they enroll, or they may never enroll again. Some learn that part of a course for which they are interested and then drop out. This is not unusual for supplementary students who often enroll for a specific component of a training course. While this flexibility may be a virtue for the participant, it can become a problem to the administrator attempting to collect meaningful evaluative data. Opinions of those dropping out are as valuable as those completing the program in the sense of determining program weaknesses as well as strengths.

Students should be made aware that the school is interested in them and values their opinions about how programs can be improved. If the reasons for soliciting their opinions and experiences have been explained early in the program, this will not only improve cooperation during the program, but increase post-program follow-up response as well. Students who are aware that there is an exit form and a procedure for withdrawing can be encouraged to follow that procedure and complete the form.

The Exit Survey is divided into two parts. The Information Update section and the Exit Survey. The former is separate or detachable so that the participant's evaluation of the program can be kept anonymous. The information provided includes the following:

Information Update

1. Name, address and telephone update
2. Participant plans for the next AVE session
3. Reasons for not enrolling next session

Exit Survey
(anonymous)

1. Evaluation of instruction
2. Evaluation of facilities and equipment
3. Evaluation of ancillary services

4. Achievement of goals
5. Courses desired for future enrollment
6. Suggestions for improving program

Sample Items for an Exit Form

A. Information Update Section

1. Date (day, month, year)

2. If your name or address has changed or will soon change, please indicate your new name or address. If your name or address is the same as when you enrolled, skip to question number 9.

3. Name (last, first, middle and maiden)

4. Social Security Number

5. Present Address (street or RR, city, state, zip code)

6. Telephone (area code, number)

7. Permanent Address -- an address through which you can always be located (street or RR, city, state, zip code)

8. Telephone at Permanent Address (area code, number)

9. PLEASE INDICATE BELOW THE VOCATIONAL CLASS/CLASSES YOU HAVE COMPLETED AT THIS SCHOOL. (please specify course number, course title, day, instructor, for high school credit, not for high school credit)

10. Do you plan to enroll at this school next session?

    a. Yes
    b. No

11. _If no_, what are your immediate plans for next semester? (CHECK ONLY ONE)

    a. I plan to continue training in an advanced program
    b. I plan to get a job in the occupation for which I was trained in this program
    c. I enrolled to update or upgrade skills for a job I already had
    d. Other (specify)

12. If you do not plan to enroll at this school next session, check the ONE statement below most appropriate to you.

    a. I have completed the training I need to get a job
    b. I have completed the training I needed to improve my present job skills
    c. I have completed the training I needed to go on to an advanced program
    d. I took training for leisure interest only (for example, a hobby)
    e. I was not satisfied with the training I was receiving at this school
    f. I would like to continue, but do not feel that I have the ability
    g. I am not certain about what vocation I wish to go into
    h. I would like to continue, but cannot at this time. (if you checked this, select the following that explains why)

        (1) Medical problems
        (2) Financial problems
        (3) Duties at home
        (4) Other (specify)

B. Participant Program Evaluation

DIRECTIONS: Please answer the following questions by checking the ONE response that is true for you unless directed otherwise.

A few items have blanks for you to fill in the appropriate response. Please read each item carefully.

---

1. How would you rate your instructor's interest in your progress?

   a. Interested in my progress
   b. Somewhat interested in my progress
   c. Did not seem interested in my progress

2. Did you understand your instructor?

   a. I usually understood the instructor
   b. I sometimes understood the instructor
   c. I almost never understood the instructor

3. How interesting did your instructor make the class?

   a. Interesting most of the time
   b. Sometimes interesting, sometimes not
   c. Usually not very interesting

4. How qualified and up-to-date was your instructor in his/her field?

   a. Well qualified and up-to-date
   b. Somewhat qualified and up-to-date
   c. Not well qualified nor up-to-date

5. Did your instructor make clear what he/she expected you to learn or what performance was satisfactory?

   a. Almost always
   b. Sometimes
   c. Usually not

6. What is your opinion about the facilities at this school?

   a. Excellent
   b. Satisfactory
   c. Inadequate

7. What is your opinion about the equipment at this school?

   a. Excellent
   b. Satisfactory
   c. Inadequate

8. What is your opinion about the books or other reading materials used in your class?

   a. Clear and easy to understand
   b. Some were clear and easy to understand and some were not
   c. Most were unclear or difficult to understand
   d. Didn't use books or other reading materials

9. In general, how do you feel about the difficulty of the class you took?

   a. Satisfactory, on my level, taught useful information and skills
   b. Too easy, taught information and skills that I already knew
   c. Too hard, not on my level, contained information and skills that I could not learn

10. At any time during your training at this school, were you given information about job opportunities? (check ALL true for you)

    a. A counselor was available for this purpose
    b. Some classes devoted time to discuss job opportunities
    c. Pamphlets or other printed materials about job opportunities were handed out
    d. Instructors talked informally with me about jobs
    e. Little or no job information was provided by the school
    f. I did not seek help in this area

11. How would you rate the quality of the following aspects of your training at this school?

    a. Planning for advanced education or advanced training (excellent, good, fair, poor, did not seek help)
    b. Counseling about personal problems (excellent, good, fair, poor, did not seek help)
    c. Help in making career decisions (excellent, good, fair, poor, did not seek help)
    d. Help in getting a job (excellent, good, fair, poor, did not seek help)

12. To what extent do you feel this training program helped you achieve your goals?

    a. To a great extent
    b. Somewhat
    c. Very little

13. What were the most important things that you gained from your class/classes at this school? (check ALL true for you)

    a. Firmed up my career plans
    b. Identified personal strengths and weaknesses
    c. Helped me decide to go on for advanced training
    d. Developed job skills that will help me get a job
    e. Developed confidence in my abilities
    f. Improved my skills and knowledge on my present job
    g. Provided skills and knowledge that I will find useful for my own personal needs
    h. Provided skills and knowledge that I may someday use for getting a job
    i. Provided skills and knowledge for personal needs
    j. Gained very little from my class or classes

14. Would you recommend this program to others?

    a. Yes
    b. Yes, with some reservations
    c. No

15. What are your suggestions for improving classes you have just completed? (please list)

16. What are your suggestions for improving the adult vocational education program in general? (please list)

17. What class or classes would you like to take at this school if they were offered? (please list)

THE AVE FOLLOW-UP SURVEY

If the AVE program administrator follows the system outlined thus far, follow-up can be undertaken for specific populations of former students, i.e., preparatory, supplementary, pre-preparatory/career exploration, or leisure interest. Whether one or all of these populations are followed-up, the approach of separating them by objective has the advantage of providing a clear focus for a more accurate assessment of post-program experiences. If the budget is limited, then the costs can be reduced by focusing on only those populations considered most significant for program evaluation.

Various populations can be studied at various times. For example, preparatory and supplementary participants can be followed-up six months to one year after leaving the program. Periodic studies, perhaps every two years, may be sufficient for leisure interest participants.

There are four separate and specific follow-up surveys to correspond to participants' basic objectives. They are the AVE Preparatory Follow-Up, the AVE Supplementary Follow-Up, the AVE Pre-Preparatory/Career Exploration Follow-Up, and the AVE Leisure Interest Follow-Up.

The AVE Preparatory Follow-Up

This survey is designed specifically for adult vocational students who have been categorized as preparatory and who are not currently enrolled. An initial list of follow-up names can be formed from the Exit Survey by determining the participants' plans from the Information Update Section, items number 10 and 11. This preliminary list can then be checked against the current registration to eliminate any participants who have decided to enroll for more training. The AVE Preparatory Follow-Up consists of four broad categories as follows:

1. Descriptive data including training completed and current employment status.

2. Employment data
    a. How job secured
    b. Mobility relative to job availability
    c. Starting wages
    d. Job performance
    e. Job satisfaction

3. Post-program evaluation in terms of on-the-job experience or job seeking experiences.

4. Permission and necessary information for conducting an employer follow-up.

The descriptive data and training completed in category one is included for the purpose of relating post-program success to the nature and quantity of the training taken by the former participant.

Post-program evaluation of facilities and equipment can provide information about the adequacy of these components from the standpoint of the former participants' on-the-job experience. Those former participants who have not secured jobs can re-evaluate the program from the standpoint of their problems or shortcomings.

The preparatory follow-up materials include an enclosed post card for the respondent to give their permission and the necessary information for conducting an employer follow-up. There are some legal problems that can result from conducting an employer follow-up and this should be carefully considered before deciding to utilize this evaluative technique.

The following AVE Preparatory Follow-Up instrument provides a more detailed example of the specific items that can be included.

Sample Items for an AVE Preparatory Follow-Up

DIRECTIONS: Most items in this survey call for selecting the correct response by placing an X in the box that is true for you.

A few items have blanks for you to fill in the appropriate response.

Some places call for skipping questions. Please read carefully and skip to the correct item as indicated.

---

1. Sex:

   a. Male
   b. Female

2. Age (please specify)

3. Race or cultural background:

   a. American Indian or Alaskan native
   b. White, not of Hispanic origin
   c. Black, not of Hispanic origin
   d. Asian or Pacific Islander
   e. Hispanic

4. Do you have any physical handicaps?

   a. Yes (if yes, briefly describe)
   b. No

5. What is the highest level of education you have completed?

   a. Grades 1 to 8
   b. Some high school
   c. High school diploma
   d. Some college or technical school
   e. An Associate Degree or two year certificate
   f. A Bachelor's Degree
   g. A Master's Degree

6. What occupation were you preparing for in the adult vocational program at this school? (please specify)

NOTE: If you were not taking training to prepare for a job in this occupation when you were enrolled in the adult vocational program at (name of school), do not complete this survey but sign your name and return it in the enclosed postage-paid envelope. Thank you.

(Signature)

FOR FORMER PARTICIPANTS WHO TOOK TRAINING TO PREPARE FOR A JOB:

7. Please list the class/classes that you completed at this school in the adult vocational program for this occupation. (please list)

8. Please list any other class/classes in this occupation that you have taken at any other school. (please list)

9. Do you hold a certificate or a degree in this occupational field?

   a. No
   b. A one year certificate
   c. A two year degree
   d. A four year degree

10. At the time that you enrolled in the adult education program at this school, what was your employment status?

   a. Employed
   b. Unemployed

11. Did you take the training in the adult vocational program at (name of school) for the purpose of finding a job at completion of the training?

   a. No, I was taking the training to prepare for a job sometime in the future
   b. Yes, I originally planned to get a job right away

12. Have you been employed at any time since completing your training at this school?

   a. No (if no, skip to question number 30)
   b. Yes

13. If yes, have you been employed in an occupation related to your training at (name of school)?

    a. No (if no, skip to question number 29)
    b. Yes

FOR THOSE WHO HAVE BEEN EMPLOYED IN AN OCCUPATION RELATED TO THEIR TRAINING AT THIS SCHOOL:

14. If yes, may we contact this employer? If so, please fill out the enclosed self-addressed post card and mail separately.

15. How many employers did you contact while trying to find this job?

    a. One
    b. Two to three
    c. Four to five
    d. Six or more

16. How did you find this job?

    a. Found the job on my own
    b. Family or friends helped me
    c. State or local employment agency
    d. A private employment agency
    e. A counselor or teacher at this school helped me
    f. Other (specify)

17. Did you move to another area or out of state to find this job?

    a. Yes
    b. No

18. If yes, indicate how you felt about moving.

    a. Did not really want to move
    b. Did not mind moving
    c. Wanted to move

19. Was this job full-time or part-time?

    a. Full-time (30 hours or more per week)
    b. Part-time (less than 30 hours per week)

20. If part-time, indicate your reason for taking a part-time job.

    a. Not interested in working full-time
    b. Homemaking or child care duties
    c. Medical reasons or physical handicap
    d. Can only work part-time because of retirement benefits
    e. Unable to find a full-time job

21. How much did you use the training learned at this school on this job?

    a. All the time
    b. Quite a bit
    c. Some, but not much
    d. Not at all

22. What were your starting wages on this job? (before deductions)

    a. $2.49 or less per hour
    b. $2.50 to $3.49 per hour
    c. $3.50 to $4.49 per hour
    d. $4.50 to $5.49 per hour
    e. $5.50 or more per hour

23. What were the most serious problems you had when you first began working on this job? (check ALL that apply to you)

    a. Could not perform certain tasks
    b. Too slow at some tasks
    c. Had trouble deciding which tasks were most important
    d. Could not manage time efficiently
    e. Had trouble getting along with my supervisor
    f. Had trouble getting along with other workers
    g. Had no serious problems

24. How satisfied were you with this job?

    a. Very satisfied
    b. Somewhat satisfied
    c. Not satisfied

25. How does your training compare to that of other employees on this job?

    a. Better than most
    b. About the same as most
    c. Not as good as most

26. Are you presently employed on this job?

    a. Yes (if yes, skip to question number 31)
    b. No

IF YOU ARE NOT CURRENTLY EMPLOYED, SKIP TO QUESTION NUMBER 30

27. Is your present job in the field for which you received training in the adult vocational program at this school?

    a. No (if no, skip to question number 29)
    b. Yes

28. If yes, does your present job represent an advancement, more pay, or better working conditions?

    a. Yes
    b. No

29. Why did you change occupations?

    a. Could not find a job in the occupation I was in
    b. Needed more training to get a job in the occupation I was in
    c. Developed new interests
    d. Found I could make more money in another occupation
    e. Did not like the occupational field I was in
    f. Other (specify)

FOR THOSE NOW UNEMPLOYED OR UNEMPLOYED SINCE COMPLETING TRAINING AT THIS SCHOOL:

30. If you are now unemployed or have been unemployed since completing the training at this school, indicate the reason.

    a. Marriage or full-time homemaking
    b. Medical reasons or physical handicap
    c. Retired and not planning to work
    d. Joined military full-time
    e. Unable to find a job
    f. Other (specify)

FOR ALL RESPONDENTS, PLEASE ANSWER THE FOLLOWING:

31. Please rate the following aspects of your training at this school by placing an X in the box that expresses your opinion:

    a. Facilities (excellent, good, fair, poor)
    b. Equipment (excellent, good, fair, poor)
    c. Quality of instruction (excellent, good, fair, poor)
    d. Books and other reading material (excellent, good, fair, poor)
    e. Coverage of basic skills or knowledge (excellent, good, fair, poor)
    f. Help in deciding which courses to take (excellent, good, fair, poor, did not seek, not available)
    g. Counseling about personal problems (excellent, good, fair, poor, did not seek, not available)
    h. Help in making career or job decisions (excellent, good, fair, poor, did not seek, not available)
    i. Help in job placement (excellent, good, fair, poor, did not seek, not available)

32. Are you generally satisfied with the training that you received at this school?

    a. Very satisfied
    b. Somewhat satisfied
    c. Very dissatisfied

33. Would you recommend the adult education program at this school to others?

    a. Yes
    b. Yes, with some reservations
    c. No

34. How would you rate your own performance in the training you took in the adult vocational program at this school?

    a. Above average
    b. Average
    c. Below average

35. From the standpoint of your present experiences, what do you believe would do the most to improve the adult vocational program at this school? (please specify)

36. What class/classes would you like to take at this school if they were offered? (please list)

Sample Employer Follow-Up Information

FRONT

Pre-Paid
Postage

Name of Person Administering Follow-Up
School's Name
Address

BACK

May we contact the employer for the first job you had after completing your training at (name of school). This information is to help us evaluate the training program at this school and will be used for no other purpose. (Please fill in your employer's name and address for the first job related to your training at (name of school.)

____
Employer's Name

____
Employer's Address (street or RR, city, state, zip code)

____
Title of your Job

____
Your Immediate Supervisor

I hereby grant permission for (name of school) to contact the employer named to inquire about my training and wages.

____
Signature

The AVE Supplementary Follow-Up

This survey is designed specifically for adult vocational students who have been categorized at registration as supplementary. This population is divided into two groups: those who are unemployed and taking update training for the purpose of securing a job and those who are currently employed and taking training for job advancement or other benefits. These two groups are distinguishable from the registration form. Thus, if desired, they can be separated for follow-up. Those taking update or upgrade training can be included with the preparatory follow-up population since, ultimately, their goal is the same -- to secure a job. Or, they can be included within the supplementary follow-up as is the case on the sample provided here.

The AVE Supplementary Follow-Up Survey includes four broad categories of information:

1. Descriptive data including training completed and current employment status.
2. Job benefits relative to training.
3. Job information for those who took update to secure employment.
4. Participants' post-program evaluation.

As in the preparatory follow-up, the descriptive data about the former participant allows the administrator to relate post-program experiences (benefits or lack of benefits) to the nature and quantity of the training received in the AVE program. Employment status both before and after the training program is also vital in determining benefits. This also provides the basis for probes to establish if the training was a significant factor in securing employment for those participants unemployed at the time of enrollment. The job benefits category includes questions to explore beyond just increased wages or job advancement to determine subtle benefits that are the result of the training taken.

Post-program evaluation by supplementary participants is included primarily for those that were unemployed during the training program. Otherwise, the employed supplementary participants' evaluation on the exit form would reflect the comparison of on-the-job facilities, equipment, etc. with those in the training program.

Sample Items for an AVE Supplementary Follow-Up

DIRECTIONS: Most items in this survey call for selecting the correct response by placing an X in the box that is true for you.

A few items have blanks for you to fill in the appropriate response.

Some places call for skipping questions. Please read carefully and skip to the correct item as indicated.

---

1. Sex:

   a. Male
   b. Female

2. Age (please specify)

3. Race or cultural background:

   a. American Indian or Alaskan native
   b. White, not of Hispanic origin
   c. Black, not of Hispanic origin
   d. Asian or Pacific Islander
   e. Hispanic

4. Do you have any physical handicaps?

   a. Yes (if yes, briefly describe)
   b. No

5. What is the highest level of education you have completed?

   a. Grades 1 to 8
   b. Some high school
   c. High school diploma
   d. Some college or technical school
   e. An Associate Degree or two year certificate
   f. A Bachelor's Degree
   g. A Master's Degree

6. In what occupation were you upgrading or updating your skills in the adult vocational program at this school? (please specify)

NOTE: If you were not upgrading or updating your skills when you were enrolled in the adult vocational program at (name of school), do not complete this survey but sign your name and return it in the enclosed postage-paid envelope. Thank you.

____
(Signature)

FOR THOSE FORMER PARTICIPANTS WHO ENROLLED TO UPDATE OR UPGRADE THEIR OCCUPATIONAL SKILLS:

7. Please list the class/classes that you completed at this school in the adult vocational program for this purpose. (please list)

8. Please list any other class/classes that you have taken in this occupation at any other school. (please list)

9. Do you hold a certificate or a degree in this occupation?

   a. No
   b. A one year certificate
   c. A two year degree
   d. A four year degree

10. At the time you enrolled in the adult vocational education program at this school, what was your employment status?

    a. Unemployed (if unemployed when you enrolled, skip to question number 20)
    b. Employed

FOR THOSE EMPLOYED WHEN THEY ENROLLED:

11. If you were employed, did you enroll in further training because your employer required or suggested it?

    a. Yes
    b. No

12. Do you feel that the training at this school helped you to improve your job skills?

    a. Yes, helpful
    b. Somewhat helpful
    c. No, not helpful

13. How did the training at this school relate to the specific skills you needed or wanted to learn?

    a. Most of the training was related to my needs
    b. Some of the training was related to my needs
    c. Most of the training did not relate to my needs

14. How much do you use the training learned at this school on your job?

    a. All the time
    b. Quite a bit
    c. Not too often
    d. Not at all

15. What is your present employment status?

    a. Unemployed (if unemployed, skip to question number 19)
    b. Employed

16. If employed, are you working for the same employer as when you enrolled at this school?

    a. Yes
    b. No

17. If no, does your present job represent an advancement or better working conditions?

    a. Yes
    b. No

18. Indicate any benefits you have received as the result of training taken at this school. (check ALL that are true for you)

    a. Self-satisfaction
    b. More job security
    c. Better working conditions
    d. Increased wages
    e. Higher position
    f. More responsibility
    g. More opportunity for advancement
    h. No benefits related to training

19. If presently unemployed, indicate the most important reason why. (CHECK ONLY ONE)

    a. Marriage or full-time homemaking
    b. Medical reasons or physical handicap
    c. Retired
    d. Joined military full-time
    e. Laid off
    f. Need more training in this occupation
    g. Going to school full-time
    h. Other (specify)

    SKIP TO QUESTION NUMBER 35

FOR THOSE UNEMPLOYED WHEN THEY ENROLLED:

20. If you were unemployed when you enrolled in the adult vocational program at this school, how long had it been since you last had a job in this occupation?

    a. Less than one year
    b. One to three years
    c. Three to five years
    d. Over five years
    e. Had never had a job in the field of my training

21. Since completing your class/classes at this school, have you been employed in an occupation related to your training?

    a. No (if no, skip to question number 33)
    b. Yes

22. If yes, how many employers did you contact while trying to find this job?

    a. One
    b. Two to three
    c. Four to five
    d. Six or more

23. How did you find this job?

    a. Found the job on my own
    b. Family or friends helped me
    c. State or local employment agency
    d. A private employment agency
    e. A counselor or teacher at this school helped me
    f. Other (specify)

24. Did you move to another area or out of state to find this job?

    a. No
    b. Yes

25. If yes, indicate how you felt about moving.

    a. Did not really want to move
    b. Did not mind moving
    c. Wanted to move

26. Was this job full-time or part-time?

    a. Full-time (30 hours or more per week)
    b. Part-time (less than 30 hours per week)

27. If part-time, indicate your reason for taking a part-time job.

    a. Not interested in working full-time
    b. Homemaking or child care duties
    c. Medical reasons or physical handicap
    d. Can only work part-time because of retirement benefits
    e. Unable to find a full-time job

28. What were your starting wages on this job? (before deductions)

    a. $2.49 or less per hour
    b. $2.50 to $3.49 per hour
    c. $3.50 to $4.49 per hour
    d. $4.50 to $5.49 per hour
    e. $5.50 to more per hour

29. What was the most serious problem you had when you first began working on this job? (CHECK ONLY ONE)

    a. Could not perform certain tasks
    b. Too slow at some tasks
    c. Had trouble deciding which tasks were most important
    d. Could not manage time efficiently
    e. Had trouble getting along with my supervisor
    f. Had trouble getting along with other workers
    g. Had no serious problems

30. How satisfied were you with this job?

    a. Very satisfied
    b. Somewhat satisfied
    c. Not satisfied

31. How does your training compare to that of other employees on this job?

    a. Better than most
    b. About the same as most
    c. Not as good as most

32. Are you presently employed on this job?

    a. Yes
    b. No

    SKIP TO QUESTION NUMBER 35

FOR THOSE EMPLOYED IN AN OCCUPATION UNRELATED TO THEIR TRAINING:

33. If you have been employed but not in an occupation related to your training at this school, indicate your reason for changing fields.

    a. Could not find a job in this occupation
    b. Needed more training to get a job in this occupation
    c. Developed new intersts
    d. Found I could make more money in another occupation
    e. Did not like this occupational field
    f. Other (specify)

FOR THOSE UNEMPLOYED SINCE COMPLETING THEIR TRAINING AT THIS SCHOOL:

34. If you have not been employed since completing your training at this school, indicate the most important reason.

    a. Marriage or full-time homemaking
    b. Medical reasons or physical handicap
    c. Retired and not planning to work
    d. Joined military full-time
    e. Laid off
    f. Unable to find a job
    g. Other (specify)

FOR ALL RESPONDENTS, PLEASE ANSWER THE FOLLOWING:

35. Please rate the following aspects of your training at this school by placing an X in the box that expresses your opinion.

    a. Facilities (excellent, good, fair, poor)
    b. Equipment (excellent, good, fair, poor)
    c. Quality of instruction (excellent, good, fair, poor)
    d. Books and other reading material (excellent, good, fair, poor)
    e. Coverage of basic skills or knowledge (excellent, good, fair, poor)
    f. Help in deciding which class/classes to take (excellent, good, fair, poor, did not seek help, not available)
    g. Counseling about personal problems (excellent, good, fair, poor, did not seek help, not available)
    h. Help in making career or job decisions (excellent, good, fair, poor, did not seek help, not available)
    i. Help in job placement (excellent, good, fair, poor, did not seek help, not available)

36. Are you generally satisfied with the training that you received at this school?

    a. Very satisfied
    b. Somewhat satisfied
    c. Not satisfied at all

37. Would you recommend the adult education program at this school to others?

    a. Yes
    b. Yes, with some reservations
    c. No

38. How would you rate your own performance in the training you took in the adult vocational program at this school?

    a. Above average
    b. Average
    c. Below average

39. From the standpoint of your present experiences, what do you believe would do the most to improve the adult vocational program at this school? (please specify)

40. What class/classes would you like to take at this school if they were offered? (please list)

The AVE Pre-Preparatory/Career Exploration Follow-Up

The participant objectives of career exploration and pre-preparatory training have been combined into one follow-up survey. In many ways these two objectives are quite similar. Both groups are enrolled primarily for the purpose of acquiring knowledge and skills to continue their training rather than preparing for immediate employment. Both groups are looking toward entering a preparatory program.

The key information for evaluating the AVE program in terms of these objectives relates to how successful the school experiences were in helping the participant to make or reaffirm a career choice and prepare for entering preparatory training in that occupation.

The sample survey includes three broad categories of information:

1. Descriptive data including training completed and current status.
2. Evaluative data relating to the success of the training program in helping pre-preparatory or career exploration participants achieve their goals.
3. Participants' post-program evaluation of facilities, equipment and instruction with special emphasis on counseling services.

Sample Items for a Pre-Preparatory/Career Exploration Follow-Up

DIRECTIONS: Most items in this survey call for selecting the correct response by placing an X in the box that is true for you.

A few items have blanks for you to fill in the appropriate response.

Some places call for skipping questions. Please read carefully and skip to the correct item as indicated.

NOTE: If you did not enroll in the adult vocational program at (name of school) for career exploration or for preparation to enter an advanced training program, do not complete this survey but sign your name and return it in the enclosed postage-paid envelope. Thank you.

____
(Signature)

FOR THOSE FORMER PARTICIPANTS WHO ENROLLED FOR CAREER EXPLORATION OR FOR PREPARATION TO ENTER AN ADVANCED TRAINING PROGRAM:

1. Sex:

   a. Male
   b. Female

2. Age (please specify)

3. Race or cultural background:

   a. American Indian or Alaskan native
   b. White, not of Hispanic origin
   c. Black, not of Hispanic origin
   d. Asian or Pacific Islander
   e. Hispanic

4. Do you have any physical handicaps?

   a. Yes (if yes, briefly describe)
   b. No

5. What is the highest level of education you have completed?

   a. Grades 1 to 8
   b. Some high school
   c. High school diploma
   d. Some college or technical school
   e. An Associate Degree or two year certificate
   f. A Bachelor's Degree
   g. A Master's Degree

6. When you enrolled in the adult vocational education program at (name of school), what was your major purpose? (CHECK ONLY ONE)

   a. I was thinking about the occupation in which I took a class or classes as a possible career and wanted to see if I liked that kind of work and could do it
   b. I was definitely planning to enroll in an advanced training program and enrolled in the class or classes to prepare for that goal

7. Please list the classes that you completed at this school for this purpose. (please list)

8. Please list any vocational classes that you had taken BEFORE enrolling at (name of school). (please list)

9. At the time that you enrolled in the adult vocational program at (name of school), what was your employment status?

   a. Employed
   b. Unemployed

10. Are you currently enrolled in further training?

   a. No (if no, skip to question number 20)
   b. Yes

FOR THOSE ENROLLED IN AN ADVANCED TRAINING PROGRAM:

11. If yes, please indicate the kind of program.

    a. A part-time adult vocational program
    b. An apprentice program
    c. A private business, vocational or technical school to earn a one year certificate
    d. A public school to earn a one year certificate
    e. A two year program to earn a degree
    f. A four year program to earn a degree

12. If you are enrolled in further training, is it in the same occupation or a closely related occupation as the class or classes you took in the adult education program at (name of school)?

    a. No (if no, skip to question number 18)
    b. Yes

13. If you are enrolled in further training, did the class or classes in the adult education program prepare you for your continued training?

    a. Very well
    b. To some extent
    c. Not at all

14. How do you feel that you are doing in your advanced training program compared to your present classmates?

    a. Better than most
    b. About the same as most
    c. Not as good as most

15. What was the most serious problem you had when you enrolled in the advanced training program? (check ALL that are true for you)

    a. Had trouble adjusting to the facilities in the advanced program
    b. Wasn't as familiar with the equipment used in the advanced program as most of my classmates
    c. Couldn't perform certain tasks required in the advanced program as well as most of my classmates
    d. Didn't have as good a background in my field as most of my classmates
    e. Had trouble performing math skills required in the advanced program
    f. Had trouble with language skills (reading, writing, spelling, etc.) required in the advanced program
    g. Had no serious problems in my advanced program

16. How satisfied are you that you chose this occupation?

    a. Very satisfied
    b. Somewhat satisfied
    c. Not satisfied

17. How much do you use the training you received in the adult vocational class/classes in your advanced training?

    a. All the time
    b. Quite a lot
    c. Some, but not much
    d. Not at all

    SKIP TO QUESTION NUMBER 22

FOR THOSE ENROLLED IN A DIFFERENT OCCUPATIONAL AREA NOT RELATED TO THE TRAINING TAKEN AT (NAME OF SCHOOL):

18. If you are not currently enrolled in further training in the same occupation or a closely related occupation, please indicate why you changed.

    a. I found that I did not like that occupation
    b. I found that I had more ability in another occupation
    c. I found that my chances for making more money were better in another occupation
    d. I found that my chances for getting a job were better in another occupation
    e. I found that training for that occupation would take too long
    f. I found that the cost to continue my training in that occupation was more than I could afford
    g. Other (specify)

19. Did the vocational class or classes that you took in the adult program at (name of school) help you to make this decision?

    a. Yes, to a great extent
    b. Somewhat
    c. No, not at all

    SKIP TO QUESTION NUMBER 22

FOR THOSE NOT ENROLLED IN FURTHER TRAINING:

20. If you are not enrolled in further training, please indicate the major reason.

    a. Could not afford to continue training
    b. Marriage or full-time homemaking
    c. Medical reasons or physical handicap
    d. Joined military full-time
    e. Other (specify)

21. If you are not enrolled in further training, are you currently employed in the area of your training in the adult program at (name of school)?

    a. Yes, full-time (30 hours or more per week)
    b. Yes, part-time (less than 30 hours per week)
    c. No

FOR ALL RESPONDENTS, PLEASE ANSWER THE FOLLOWING:

22. Did an instructor or counselor provide you with information about job opportunities in the occupation for which you were taking a class/classes in the adult vocational program at (name of school)?

    a. Yes, quite a lot
    b. Some
    c. No, not at all
    d. Didn't seek this information

23. Did you receive help from an instructor or counselor at (name of school) about choosing an occupation?

    a. Yes, quite a lot
    b. Some
    c. No, not at all
    d. Didn't seek help

24. Did you receive help from an instructor or counselor at (name of school) in selecting the class/classes to take?

    a. Yes, quite a lot
    b. Some
    c. No, not at all
    d. Didn't seek help

25. Please rate the following aspects of your training at (name of school) by placing an X in the box that expresses your opinion.

    a. Facilities (excellent, good, fair, poor)
    b. Equipment (excellent, good, fair, poor)
    c. Quality of instruction (excellent, good, fair, poor)
    d. Books and other reading materials (excellent, good, fair, poor)
    e. Coverage of basic skills and knowledge (excellent, good, fair, poor)

26. Are you generally satisfied with the training you took at (name of school)?

    a. Very satisfied
    b. Somewhat satisfied
    c. Not satisfied

27. Would you recommend the adult vocational program at (name of school) to others?

    a. Yes
    b. Yes, with some reservations
    c. No

28. How would you rate your own performance in the training you took in the adult vocational program at (name of school)?

    a. Above average
    b. Average
    c. Below average

29. From the standpoint of your present experiences, what do you believe would do the most to improve the adult vocational program at this school? (please specify)

The AVE Leisure Interest Follow-Up

This survey is designed specifically for adult vocational participants who have been categorized at registration as taking vocational training for nonoccupational purposes. There are several reasons that a school may want to follow-up these participants for evaluative information. The first and most obvious reason is to determine the success of the AVE program in meeting the needs that these participants had for enrolling. A second reason, as discussed earlier in this report, is to determine if any leisure interest participants have utilized or plan to utilize their training for occupational purposes. This would include deciding to enroll in a preparatory program in the area of the leisure interest classes taken.

This survey includes three broad categories of information:

1. Descriptive data including the training completed and current status.
2. Information about how the participant has utilized the training.
3. Participants' post-program evaluation in terms of meeting their needs.

Sample Items for an AVE Leisure Interest Follow-Up

DIRECTIONS: Most items in this survey call for selecting the correct response by placing an X in the box that is true for you.

A few items have blanks for you to fill in the appropriate response.

Some places call for skipping questions. Please read carefully and skip to the correct item as indicated.

In some items the word "class" is used. If you took more than one class then answer for all classes taken.

---

1. Sex:

    a. Male
    b. Female

2. Age (please specify)

3. Race or cultural background:

    a. American Indian or Alaskan native
    b. White, not of Hispanic origin
    c. Black, not of Hispanic origin
    d. Asian or Pacific Islander
    e. Hispanic

4. Do you have any physical handicaps?

    a. Yes (if yes, briefly describe)
    b. No

5. What is the highest level of education you have completed?

    a. Grades 1 to 8
    b. Some high school
    c. High school diploma
    d. Some college or technical school
    e. An Associate Degree or two year certificate
    f. A Bachelor's Degree
    g. A Master's Degree

6. When you enrolled in the adult vocational program at (name of school), was your major purpose to learn skills and knowledge for a leisure interest (such as a hobby or to make home or auto repairs)?

   a. Yes
   b. No

NOTE: If no, please sign your name and indicate your major purpose for enrolling and return this form in the postage-paid envelope provided. Thank you.

____
(Signature)

____
(Major Purpose for Enrolling)

7. Please list the classes that you have completed at (name of school) for this purpose. (please list)

8. At the time that you enrolled in the adult education program at (name of school), what was your employment status?

   a. Unemployed
   b. Employed

9. What is your current employment status?

   a. Unemployed
   b. Employed

10. If you have been employed since you were enrolled at (name of school), is your job in an occupation related to any of the vocational classes taken at this school?

    a. No
    b. Yes

11. If yes, did the training at (name of school) help in getting this job?

    a. Yes
    b. Not sure
    c. No

12. Have you enrolled in further education for the purpose of preparing for a job in a field related to your class or classes at (name of school)?

    a. No
    b. Yes

13. Have you considered any of the following as a way of utilizing your training at this school? (check ALL that you have strongly considered)

    a. As an alternative to my present job (if employed)
    b. As a part-time job in addition to my present job (if employed)
    c. As a retirement job
    d. As a full-time or part-time job (if unemployed)
    e. As an alternative occupation if I should ever need it
    f. Other (specify)

14. Since completing your class or classes at (name of school), to what extent have you utilized the training for leisure interest purposes?

    a. Quite a lot
    b. Some
    c. Not at all

NOTE: If you took more than one class then answer for all classes taken for leisure interest.

15. To what extent was the class taken at (name of school) helpful in pursuing your leisure interest activities?

    a. Very helpful
    b. Somewhat helpful
    c. Not helpful at all

16. Was the class that you took at (name of school) designed specifically for leisure interest participants such as yourself?

    a. Yes
    b. No, it was a regular vocational class
    c. I'm not sure

17. How would you rate the way the class that you took was taught for your leisure interest purpose?

    a. Good, not too technical or too simple
    b. Too technical, over my head for my purpose
    c. Too simple, didn't provide the skills or knowledge I wanted

18. If you were in a regular vocational class with students preparing for an occupation, did you receive as much attention as the preparatory students?

    a. Yes, most of the time
    b. Sometimes
    c. No, not most of the time

19. Please rate the following aspects of your training at (name of school) in terms of your present experience. (place an X in the ONE box that best expresses your opinion)

    a. Facilities (excellent, good, fair, poor)
    b. Equipment (excellent, good, fair, poor)
    c. Quality of instruction (excellent, good, fair, poor)
    d. Books and other reading material (excellent, good, fair, poor)
    e. Coverage of basic skills or knowledge (excellent, good, fair, poor)
    f. Help in deciding which courses to take (excellent, good, fair, poor, did not seek help, not available)
    g. Counseling about personal problems (excellent, good, fair, poor, did not seek help, not available)
    h. Help in making career or job decisions (excellent, good, fair, poor, did not seek help, not available)
    i. Help in job placement (excellent, good, fair, poor, did not seek help, not available)

20. Are you generally satisfied with the training that you received at (name of school)?

    a. Very satisfied
    b. Somewhat satisfied
    c. Not satisfied at all

21. Would you recommend the adult vocational education program at (name of school) to others?

    a. Yes
    b. Yes, with some reservations
    c. No

22. How would you rate your own performance in the training you took in the adult vocational program at this school?

    a. Above average
    b. Average
    c. Below average

23. From the standpoint of your present experiences, what do you believe would do the most to improve the adult vocational program at (name of school)? (please specify)

24. What classes would you like to take at this school if they were offered? (please list)

The AVE Employer Follow-Up

Wentling and Lawson (1975) list six reasons for conducting an employer survey:

1. To assess the performance of former students.
2. To determine how specific program graduates compare with graduates of other training programs.
3. To elicit employer recommendations for improving the occupational program.
4. To determine the recruitment practices of employing agencies.
5. To assess the competency list of a specific course or program.
6. To estimate supply and demand for individuals in particular occupations.

The two groups of adult vocational education participants for which an employer follow-up is most appropriate are the preparatory and supplementary participants.

Preparatory students employed in jobs in the field of their training were asked to return a post card indicating their willingness to contact their employer. From this information, an Employer Follow-Up Survey can be conducted. The employer survey has three broad categories of information:

1. Locational information
2. Employer evaluation of the former participant
3. Employer manpower needs

Sample Items for an AVE Employer Follow-Up Survey

(Name of school) is conducting a study of our employed adult vocational students. The information that you provide will help us to evaluate the training that we offer. Please complete the short questionnaire and return it in the postage-paid, self-addressed envelope. If you have any questions, please call me at (name of school and telephone number).

Thank you for your help.

Sincerely yours,

____
(Name)

____
(Title)

The person identified below has indicated that he/she is currently employed by you:

Employee's Name: ____
(Last) (First) (Middle or Maiden)

Social Security Number: __________________________________

Please indicate the status of this individual in the appropriate box below:

a. This person has never been employed here

NOTE: If this is the case, please return this questionnaire in the postage-paid envelope provided. Thank you.

b. This person is presently employed here
c. This employee resigned
d. This employee was dismissed

NOTE: Please indicate the major reason for termination or resignation, if known.

PLEASE ANSWER THE FOLLOWING QUESTIONS FOR THE PERIOD THIS PERSON WAS IN YOUR EMPLOY:

1. Employee's job title and duties. (please describe briefly)

2. Did you employ this person because of the training received in our adult vocational education program?

    a. Yes
    b. To some extent
    c. No

3. How long has this person been employed by you?

    a. 1 week to 3 months
    b. 3 months to 6 months
    c. 6 months to 1 year
    d. 1 year to 18 months
    e. 18 months to 2 years
    f. more than 2 years

4. What is this employee's present average monthly gross salary?

    a. Below $300
    b. $300 to $399
    c. $400 to $499
    d. $500 to $599
    e. $600 to $699
    f. $700 to $799
    g. $800 -- up

5. Please rate this employee on each of the following characteristics:

    a. Overall quality of employee's work (above average, average, below average)
    b. Overall quantity of employee's work (above average, average, below average)
    c. General skills and knowledge in occupation for which hired (above average, average, below average)
    d. Knowledge about equipment used (above average, average, below average)
    e. Skill in operating tools and equipment used (above average, average, below average)
    f. Communication skills (above average, average, below average)
    g. Computational skills (above average, average, below average)
    h. Adaptation to work assignments (above average, average, below average)
    i. Ability to follow work procedures (above average, average, below average)
    j. Amount of interest shown in work (above average, average, below average)

6. Please specify any specific skills that you feel an employee should have that was lacking in this individual. (please specify)

7. Would you employ another graduate from this program who has had training in the same field as this employee?

   a. Yes, without reservations
   b. Yes, with careful screening
   c. No (if no, please indicate why not)

8. Were you able to get the necessary information from the school about the program participants you were interested in hiring?

   a. Yes
   b. To some extent
   c. No

9. Would you like to be placed on our Job Placement Services list?

   a. Yes
   b. No

PROCEDURES FOR IMPLEMENTING THE AVE FOLLOW-UP SURVEY

The following procedures illustrate a basic approach for implementing a follow-up study. There are four basic steps and the outline below is an overview of these.

Follow-Up Methodology

Step One: Identification and Selection of AVE Follow-Up Participants

- A. Select follow-up group
  1. Preparatory
  2. Supplementary
  3. Pre-preparatory
  4. Leisure Interest
- B. Determine sample
- C. Prepare address list

Step Two: Preparation of Follow-Up Materials and Mailing Procedures

- A. Prepare follow-up instrument
- B. Prepare cover letter
- C. Prepare envelopes
- D. Code envelopes or instrument for reminder letter
- E. Mail follow-up cover letter with instrument and return envelope to arrive first of week (include post cards for preparatory students to be included in an employer follow-up)

Step Three: Tracking Responses

- A. First week after mail out
  1. Update addresses for undeliverable mail
  2. Prepare reminder letter
  3. Tabulate response rate

B. Second week after mail out

  1. Send reminder (and another instrument if desired)
  2. Prepare third reminder
  3. Tabulate response rate

C. Fourth week after mail out

  1. Send second reminder (and instrument if desired)

D. Sixth week after mail out

  1. Telephone 10% - 15% of nonrespondents
  2. Tabulate response rate of survey

Step Four: Analyze and Summarize Follow-Up Data

A. Analyze follow-up data

B. Prepare information report

STEP ONE: IDENTIFYING AND SELECTING THE AVE FOLLOW-UP PARTICIPANTS

If the AVE follow-through system has been utilized, the specific population of interest can be selected from the file of registration cards. Each student enrolling was categorized as preparatory, supplementary, leisure interest, or pre-preparatory. Furthermore, from the Information Update part of the Exit Survey, it is possible to determine which participants are not planning to re-enroll in the program.

Once the decision has been made about which groups will be followed up and the registration cards of those individuals pulled and counted, then it must be decided whether all of those people will be surveyed or a sample selected. A general rule often suggested is that if the group to be studied consists of less than 100, then every person should be included. If the number of participants is greater than 100, then it is recommended that a random sample be selected. A sample should include from 40 to 60 participants to compute basic descriptive statistics.

STEP TWO: PREPARING FOLLOW-UP MATERIALS AND MAILING PROCEDURES

After selecting the participants to be studied and the number to receive the survey, the next step is to prepare the instrument to elicit the information desired. The examples of survey items suggested in the preceding section can be used as a basis for preparing the specific instrument to elicit the information needed by your school.

A cover letter should be composed that explains who is conducting the survey, why it is being conducted, how the information will be presented -- such as anonymously or using only group figures -- and how the individual can be of help to improve the AVE program. A variety of ideas exist about what the cover letter should be like to increase the response rate from former participants. Commonly agreed upon points include the following:

1. Use the stationery with the school's letterhead.
2. If possible, hand type each letter with a correct inside address and personal salutation. A Mag-Card typewriter can make this easier and less expensive.
3. A person familiar to the former participant should sign the letter, e.g., the principal of the AVE program or a counselor.
4. The letter should be sincere and be convincing that the former participant's information is important and that the study will be used to improve the program.

Examples of a cover letter used in this project study can be found in Appendix C on page 150.

In addition to the instrument and the cover letter, two envelopes are necessary: one for mailing the materials to the former participant and another with a permit or pre-stamped postage. A convenient size for the outer envelope is number ten (10). A number nine (9) for the return envelope fits easily inside the number ten (10). The return envelope should be pre-addressed to be returned to the school.

Research has shown that using first class mail tends to emphasize the importance of the survey as does the use of stamps rather than an indicia or postage meter (Creager, 1972). Some researchers have even utilized special delivery for this reason.

Before mailing the cover letter, instrument, and return self-addressed stamped envelope, each participant on the mailing list should be assigned an identification number. A corresponding number is then placed on each envelope or on each instrument mailed out. This is done in order to send reminders to those who do not return their responses after two weeks and again after four weeks. If the instrument is designed to be anonymous, then the number should be obliterated from the instrument after checking the name on the identification list. Thus, no response is identified with any former participant but those responding and those not responding can be determined. Direct mail market researchers indicate that January and February are the best months for conducting mail surveys (Stone, 1975). It has also been shown that responses are higher when the instrument is mailed to arrive early in the week (Morris and Gold, 1974).

STEP THREE: TRACKING RESPONSES

After mailing the survey materials, begin watching for undeliverable returns from the post office. Make every effort to update addresses for those returned undeliverable and then remail. Those returned materials for which no current address can be found, should be counted for the final evaluation report.

After two weeks, check the list of names for which the survey has been mailed to determine those not responding. At this time, mail a personalized reminder to each nonrespondent. A sample reminder note is shown in Appendix C on page 151. Some researchers include a second instrument and return envelope, others send only the reminder note at this time.

Two weeks after the reminder letter has been sent, a second reminder can be mailed if the response has not reached a satisfactory level. Research suggests that a more personal note can be more effective than an impersonal memo for this final reminder (Creager, 1972).

After about six weeks, total the number of nonrespondents who have received the survey instrument. Telephone 10 percent to 15 percent of this group and, if possible, administer the instrument over the phone. If this is not possible, determine why the former participant did not respond, e.g., were they just too busy to get around to it or was the reason related to negative feelings about the program. It is recommended that responses to key parts of the survey instrument be elicited to compare with the same items from those who returned their responses by mail. If the telephone sample shows no significant difference compared with the mail-in respondents, then results can be generalized to the entire group.

STEP FOUR: ANALYZING AND SUMMARIZING THE FOLLOW-UP DATA

The key to conducting a useful follow-up survey is to present the data in such a way as to provide information needed to make decisions about the AVE program. The questions suggested as relevant to evaluating AVE programs in this Appendix thus become central points in the analysis and summarization of the data.

APPENDIX B

GENERAL FOLLOW-UP INSTRUMENT
AND
REVISED GENERAL FOLLOW-UP INSTRUMENT

SUGGESTED INSTRUMENT CLARIFICATION

Responses to the follow-up instrument pointed to several revisions needed in the instrument. A discussion of the recommended revisions follows. The original instrument is contained on pages 152-155 and the revised instrument can be found on pages 145-148.

Items number 6, 7, 8, 10e, 10f, 10g, 10h, and 13 were the source of some confusion or difficulty for the respondents. Item number 7 seems to have been variously interpreted and 56 respondents did not answer it. It is recommended that items 6 and 7 be changed as follows:

6. What is the total number of classes you have completed in any one occupational field?

   a. One
   b. Two
   c. Three
   d. Four or more

6a. What is that occupational field? (please specify)

7. How many of these classes were taken at this school?

   a. One
   b. Two
   c. Three
   d. Four or more

7a. If you did not complete any vocational courses for which you enrolled at this school, please indicate why not.

   a. Class not on my level (too difficult)
   b. Class not on my level (too easy)
   c. Had to quit, personal problems
   d. Class didn't seem to meet my needs
   e. Other (please specify)

Item number 9 was also the source of erroneous marking. Some respondents checked only the boxes under "employed" or "unemployed". However, 29 respondents checked only the "employed" box without indicating whether they were looking for another job or not. The phrases "looking for another job" and "not looking for another job" do not indicate what the project intended. The purpose in asking this was to determine if the student wanted to change jobs or not. The intent was not to determine if the participant was actively job seeking. Therefore, it is suggested that this item be changed as follows:

> 9. At the time that you enrolled in the adult education program at this school, what was your employment status?
>
> a. Employed, wanting to change jobs
> b. Employed, not wanting to change jobs
> c. Unemployed, would like to get a job
> d. Unemployed, not training for a job

Items 10e, 10f, 10g, and 10h were confusing to those participants who had not sought or utilized ancillary services. Many indicated by writing in that they didn't know whether the services were available or not. It is suggested that the choices for response be changed as follows: excellent, good, fair, poor, didn't need or seek this help, and not available.

Item number 13 and the general format of this part of the questionnaire did not seem to create a serious problem for most respondents. However, 38 respondents failed to check the response to indicate their column choice. In all but two cases, it was possible to ascertain fairly clearly their choice since they filled out the items within a particular column. It is suggested that item number 13 be increased in size and directions be made more clear as follows:

> Please read the responses under letters A, B, C, and D below. Then select the ONE that is true for you and circle the letter. Then answer ONLY the questions in that column unless directed to change columns.

A printing error was made in column D. Just after item number 23 there is a direction to skip to question number 28 on the back page. This should have been after item number 24. The directions after item number 24 should not have been included at all.

In items asking for one selection only, such as numbers 19, 21, and 28, a number of respondents checked more than one response. Evidently more than one response seemed applicable to them. For this reason, it is suggested that the direction calling for one response be eliminated.

Sample Revised
General Survey

NAME OF YOUR SCHOOL

ADDRESS

PHONE NUMBER

DIRECTIONS: MOST ITEMS IN THIS SURVEY CALL FOR SELECTING THE APPROPRIATE RESPONSE BY PLACING AN X IN THE BOX THAT IS TRUE FOR YOU. A FEW ITEMS HAVE BLANKS FOR YOU TO FILL IN THE APPROPRIATE RESPONSE.

SOME ANSWERS CALL FOR SKIPPING QUESTIONS. WHERE THAT IS THE CASE, BE SURE TO SKIP TO THE NEXT QUESTION AS INDICATED.

TO HELP US EVALUATE THIS FORM, PLEASE CIRCLE THE NUMBER OF ANY QUESTION WHICH IS UNCLEAR.

ADULT VOCATIONAL EDUCATION FOLLOW-UP SURVEY

1. Sex:
   - ☐ Male
   - ☐ Female

2. Age: ____________

3. Race or cultural background:
   - ☐ American Indian or Alaskan native
   - ☐ White, not of Hispanic origin
   - ☐ Black, not of Hispanic origin
   - ☐ Asian or Pacific Islander
   - ☐ Hispanic

4. Do you have any major physical handicaps?
   - ☐ Yes
   - ☐ No

5. What is the highest level of education you have completed?
   - ☐ Grades 1 to 8
   - ☐ Some high school
   - ☐ High school diploma
   - ☐ Some college or technical school
   - ☐ An Associate Degree or two year certificate
   - ☐ A Bachelor's Degree
   - ☐ A Master's Degree or higher

6. What is the total number of classes you have completed in any one occupational field?
   - ☐ One
   - ☐ Two
   - ☐ Three
   - ☐ Four or more

6a. What is that occupational field? (please specify)

____

____

7. How many of these classes were taken at this school?
   - ☐ One
   - ☐ Two
   - ☐ Three
   - ☐ Four or more

7a. If you did not complete the vocational courses for which you enrolled at this school, please indicate why not.
   - ☐ Class not on my level (too difficult)
   - ☐ Class not on my level (too easy)
   - ☐ Had to quit, personal problems
   - ☐ Class didn't seem to meet my needs
   - ☐ Other (please specify)

____

____

8. Do you hold a certificate or a degree in this occupational field?
   - ☐ Yes
   - ☐ No

9. At the time that you enrolled in the adult education program at this school, what was your employment status?
   - ☐ Employed, wanting to change jobs
   - ☐ Employed, not wanting to change jobs
   - ☐ Unemployed, would like to get a job
   - ☐ Unemployed, not training for a job

10. Please rate the following aspects of your training at this school by placing an X in the box that expresses your opinion.

a. Facilities and equipment
☐ Excellent ☐ Good ☐ Fair ☐ Poor

b. Quality of instruction
☐ Excellent ☐ Good ☐ Fair ☐ Poor

c. Books and other reading material
☐ Excellent ☐ Good ☐ Fair ☐ Poor

d. Coverage of basic skills or knowledge
☐ Excellent ☐ Good ☐ Fair ☐ Poor

e. Help in deciding which courses to take
☐ Excellent ☐ Good ☐ Fair ☐ Poor
☐ Didn't need or seek this help
☐ Not Available

f. Counseling about personal problems
☐ Excellent ☐ Good ☐ Fair ☐ Poor
☐ Didn't need or seek this help
☐ Not Available

g. Help in making career or job decisions
☐ Excellent ☐ Good ☐ Fair ☐ Poor
☐ Didn't need or seek this help
☐ Not Available

h. Help in job placement
☐ Excellent ☐ Good ☐ Fair ☐ Poor
☐ Didn't need or seek this help
☐ Not Available

11. Are you generally satisfied with the training that you received at this school?
   - ☐ Very satisfied
   - ☐ Satisfied
   - ☐ Dissatisfied
   - ☐ Very dissatisfied

12. Would you recommend the adult education program at this school to others?
   - ☐ Yes
   - ☐ No

Go on to question 13 inside ↓

13. What was your major reason for enrolling in the adult education program at this school?

PLEASE READ THE RESPONSES UNDER LETTERS A, B, C, AND D BELOW. THEN SELECT THE ONE THAT IS TRUE FOR YOU AND CIRCLE THE LETTER. THEN ANSWER ONLY THE QUESTIONS IN THAT COLUMN UNLESS DIRECTED TO CHANGE COLUMNS.

Question 13 →

A[ ] To learn a skill for a leisure interest, a hobby, or to make home improvements.

B[ ] To improve (upgrade or update) job skills in an occupation in which I had previous training or in which I was employed at the time.

C[ ] To prepare for an advanced training program or college.

D[ ] To learn the basic skills to get a job or to change jobs.

A

14. Since completing the vocational course or courses at this school have you enrolled in an advanced training program in a field related to your coursework?

[ ] Yes

If yes, skip to column C question 14

[ ] No

15. Since completing the vocational course or courses at this school have you taken a job in a field related to your training?

[ ] Yes

If yes, skip to column D question 14

[ ] No

16. Since completing the vocational course or courses at this school have you considered any form of employment related to your training?

[ ] Yes

[ ] No

If yes, indicate any of the following possibilities you have considered?

[ ] As an alternative to my present job

[ ] As a part-time or second job

[ ] As a retirement job

[ ] As a full-time or part-time job (if unemployed now)

[ ] Other (specify) ____________________

____

17. Do you plan to enroll in further training in the occupational field of your coursework?

[ ] Yes, in the near future

[ ] Perhaps, have not made definite plans

[ ] No, I am not planning to

B

14. At the time that you enrolled at this school, what was your employment status?

[ ] Employed

If employed, skip to question 17

[ ] Unemployed

15. If you were unemployed, how long has it been since you last had a job in this occupational field?

[ ] Less than one year

[ ] One to three years

[ ] Three to five years

[ ] Over five years

[ ] Have never had a job in the field of my training

16. Have you been employed since completing your course or courses in the adult education program at this school?

[ ] Yes

If yes, skip to column D question 15

[ ] No

If no, skip to question 18

17. If you were employed, did you enroll in further training because your employer required or suggested it?

[ ] Yes

[ ] No

18. Do you feel that the training at this school helped you to improve your job skills?

[ ] Yes, helpful

[ ] Somewhat helpful

[ ] No, not helpful

19. How did the training at this school relate to the specific skills you needed or wanted to learn?

[ ] Most of the training was related to my needs

C

14. After completing the training at this school, did you enroll in an advanced program?

[ ] Yes

[ ] No

If no, skip to question 17

If yes, indicate the kind of advanced program in which you enrolled?

[ ] An apprenticeship program

[ ] A one year certificate or diploma program in a technical, vocational or business school

[ ] A two year Associate Degree program

[ ] A four year Bachelor's Degree program

15. Do you feel that the training you received in the adult education program at this school helped you in your advanced program?

[ ] Very helpful

[ ] Somewhat helpful

[ ] Not very helpful

16. How do you feel that you are doing in your advanced training program compared to your present classmates.

[ ] Better than most

[ ] About the same as most

[ ] Not as good as most

Skip to question 28 on back page

17. If not enrolled in further training have you been employed since leaving this school?

[ ] Yes

If yes, go on to question 18

[ ] No

If no, skip to question 19

D

14. Since completing your training at this school, have you been employed?

[ ] Yes

[ ] No

If no, skip to question 26 on back page

15. Have you been employed in an occupation related to your training at this school?

[ ] Yes

[ ] No

If no, skip to question 25 on back page

16. How many employers did you contact while trying to find this job?

[ ] One

[ ] Two to three

[ ] Four to five

[ ] Six or more

17. How did you find this job?

[ ] Found the job on my own

[ ] Family or friends helped me

[ ] State or local employment agency

[ ] A private employment agency

[ ] A counselor or teacher at this school helped me

[ ] Other (specify) ____________________

____

18. Did you move to another area or out of state to find this job?

[ ] Yes

[ ] No

If yes, indicate how you felt about moving:

[ ] Did not really want to move

[ ] Did not mind moving

[ ] Wanted to move

Skip to question 28 on back page

[ ] Some of the training was related to my needs

[ ] Most of the training did not relate to my needs

20. What is your present employment status?

[ ] Unemployed

If unemployed, skip to question 23

[ ] Employed

21. If employed, are you working for the same employer as when you enrolled at this school?

[ ] Yes

[ ] No

If no, does your present job represent an advancement or better working conditions?

[ ] Yes

[ ] No

22. Indicate any benefits you have received as the result of training taken at this school:

[ ] More job security

[ ] Better working conditions

[ ] Increased wages

[ ] Higher position

[ ] More responsibility

[ ] More opportunity for advancement

[ ] No benefits related to training

Skip to question 28 on back page

23. If you have been unemployed since completing the training at this school, have you been enrolled in an advanced training program or college?

[ ] Yes

If yes, skip to column C question 14

[ ] No

24. If you have been unemployed since completing the training at this school, indicate the reason:

[ ] Marriage or full-time homemaking

[ ] Medical reasons or physical handicap

[ ] Retired and not planning to work

[ ] Joined military full-time

[ ] Laid off

[ ] Unable to find a job

[ ] Other (specify) ______________

____

Skip to question 28 on back page

18. Did you take a job related to your training in the adult education program at this school?

[ ] Yes

If yes, skip to column D question 16

[ ] No

If no, indicate the reason:

[ ] Could not find a job in this occupation

[ ] Needed more training to get a job in this occupation

[ ] Developed new interests

[ ] Found I could make more money in another occupation

[ ] Did not like this occupational field

[ ] Other (specify) ______________

____

Skip to question 28 on back page

19. If you have not been employed since leaving this school, indicate the most important reason:

[ ] Marriage or full-time homemaking

[ ] Medical reasons or physical handicap

[ ] Retired and not planning to work

[ ] Joined military full-time

[ ] Planning to enroll in full-time advanced training program

[ ] Unable to find a job

[ ] Other (specify) ______________

____

Skip to question 28 on back page

19. Was this job full-time or part-time?

[ ] Full-time
(30 hours or more per week)

[ ] Part-time
(less than 30 hours per week)

If part-time indicate your reason for taking a part-time job:

[ ] Not interested in working full-time

[ ] Homemaking or child care duties

[ ] Medical reasons or physical handicap

[ ] Can only work part-time because of retirement benefits

[ ] Unable to find a full-time job

20. What were your starting wages on this job? (before deductions)

[ ] $2.49 or less per hour

[ ] $2.50 to $3.49 per hour

[ ] $3.50 to $4.49 per hour

[ ] $4.50 to $5.49 per hour

[ ] $5.50 or more per hour

21. What was the most serious problem you had when you first began working on this job?

[ ] Could not perform certain tasks

[ ] Too slow at some tasks

[ ] Had trouble deciding which tasks were most important

[ ] Could not manage time efficiently

[ ] Had trouble getting along with my supervisor

[ ] Had trouble getting along with other workers

[ ] Had no serious problems

22. How satisfied were you with this job?

Very	Somewhat	Not
[ ] Satisfied	[ ] Satisfied	[ ] Satisfied

23. How does your training compare to that of other employees on this job?

[ ] Better than most

[ ] About the same as most

[ ] Not as good as most

24. Are you presently employed on this job?

[ ] Yes

[ ] No

Skip to question 28 on back page

25. If you have been employed but not in an occupation related to your training at this school, indicate your reason for changing fields:

[ ] Could not find a job in this occupation
[ ] Needed more training to get a job in this occupation
[ ] Developed new interests
[ ] Found I could make more money in another occupation
[ ] Did not like this occupational field
[ ] Other (specify) ______________

____

Skip to question 28

26. If you have been unemployed since completing the training at this school, have you been enrolled in an advanced training program or college?

[ ] Yes

If yes, go back to column C question 14

[ ] No

27. If you have been unemployed since completing the training at this school, indicate the reason:

[ ] Marriage or full-time homemaking
[ ] Medical reasons or physical handicap
[ ] Retired and not planning to work
[ ] Joined military full-time
[ ] Unable to find a job
[ ] Other (specify) ______________

____

Skip to question 28

FOR ALL RESPONDENTS, PLEASE ANSWER THE ITEMS BELOW:

28. What is the most important reason you chose this school?

[ ] This school is conveniently located
[ ] Familiar, went to high school there
[ ] Offered the courses I wanted or needed
[ ] My friends were going to this school
[ ] Could not afford other schools
[ ] This school has a reputation of being friendly and helpful
[ ] This school has a reputation of getting people jobs
[ ] Other (specify) ______________

____

29. How did you find out about the adult courses offered at this school?

[ ] Newspaper
[ ] Radio
[ ] T.V.
[ ] From friends
[ ] From my employer
[ ] A brochure or pamphlet
[ ] Other (specify) ______________

____

30. What courses which are not offered now would you like to take at this school?

____

____

____

Thanks for your help.

(SIGNATURE OF YOUR SCHOOL OFFICIAL CONDUCTING THIS SURVEY)

APPENDIX C

ORIGINAL FOLLOW-UP INSTRUMENTS

(YOUR SCHOOL'S LETTERHEAD)

DATE

Mr. John Doe
100 Main Street
City, State   Zip Code

Dear Mr. Doe:

The (NAME OF YOUR SCHOOL CORPORATION) and Indiana University's Department of vocational education are trying to find out how well the adult education program is meeting the needs of its adult students. You have been selected at random to take part in a survey which will aid in this program evaluation and improvement.

As a former student, you are the most important source of information. All information that you provide will remain strictly confidential. Your answers will be combined with those of other former students and will not be used individually.

Please complete the enclosed form and promptly return it in the postage paid envelope provided. Your cooperation is important and will be greatly appreciated.

Sincerely,

(YOUR NAME)
(YOUR TITLE)

Enclosures

(YOUR SCHOOL'S LETTERHEAD)

MEMORANDUM

TO: Former Adult Vocational Education Students

FROM: (YOUR NAME), (YOUR TITLE)

DATE:

Two weeks ago a questionnaire was mailed to you requesting information about your experiences in the adult education program at this school. As we indicated in the original letter, the information from this survey will be used for the evaluation and improvement of the adult education program.

As a former student, you are the most important source of information. The responses that you provide will remain strictly confidential.

While we have received a number of responses, there are still some former students we have not heard from. Knowing that sometimes the mail doesn't go through, we are enclosing another form for your convenience.

Would you please take a few minutes today to complete the form and drop it in the mail. There is also a postage-paid envelope enclosed. By doing this you will be helping in the development of better adult programs for yourself, your friends or your neighbors.

If you have already returned your form, disregard this letter. Your help is very important and greatly appreciated.

(YOUR INITIALS)

Enclosures

SAMPLE ORIGINAL
GENERAL SURVEY

ADULT VOCATIONAL EDUCATION FOLLOW-UP SURVEY

DIRECTIONS: Most items in this survey call for selecting the appropriate response by placing an X in the box that is true for you. A few items have blanks for you to fill in the appropriate response.

Some answers call for skipping questions. Where that is the case, be sure to skip to the next question as indicated.

To help us evaluate this form please circle the number of any question which is unclear.

1. Sex:
   - ☐ Male
   - ☐ Female

2. Age: ____________

3. Race or cultural background:
   - ☐ American Indian or Alaskan native
   - ☐ White, not of Hispanic origin
   - ☐ Black, not of Hispanic origin
   - ☐ Asian or Pacific Islander
   - ☐ Hispanic

4. Do you have any major physical handicaps?
   - ☐ Yes
   - ☐ No

5. What is the highest level of education you have completed?
   - ☐ Grades 1 to 8
   - ☐ Some high school
   - ☐ High school diploma
   - ☐ Some college or technical school
   - ☐ An Associate Degree or two year certificate
   - ☐ A Bachelor's Degree
   - ☐ A Master's Degree or higher

6. What is the total number of vocational courses that you have completed in the adult education program at this school?
   - ☐ One
   - ☐ Two
   - ☐ Three
   - ☐ Four or more

7. What is the total number of vocational courses that you have completed in any one occupational field? (at any school)
   - ☐ One
   - ☐ Two
   - ☐ Three
   - ☐ Four

8. Do you hold a certificate or a degree in this occupational field?
   - ☐ Yes
   - ☐ No

9. At the time that you enrolled in the adult education program at this school, what was your employment status?
   - ☐ Employed
     - ☐ Looking for another job
     - ☐ Not looking for another job
   - ☐ Unemployed
     - ☐ Looking for a job
     - ☐ Not looking for a job

10. Please rate the following aspects of your training at this school by placing an X in the box that expresses your opinion.

a. Facilities and equipment
☐ Excellent ☐ Good ☐ Fair ☐ Poor

b. Quality of instruction
☐ Excellent ☐ Good ☐ Fair ☐ Poor

c. Books and other reading material
☐ Excellent ☐ Good ☐ Fair ☐ Poor

d. Coverage of basic skills or knowledge
☐ Excellent ☐ Good ☐ Fair ☐ Poor

e. Help in deciding which courses to take
☐ Excellent ☐ Good ☐ Fair ☐ Poor
☐ Not Available

f. Counseling about personal problems
☐ Excellent ☐ Good ☐ Fair ☐ Poor
☐ Not Available

g. Help in making career or job decisions
☐ Excellent ☐ Good ☐ Fair ☐ Poor
☐ Not Available

h. Help in job placement
☐ Excellent ☐ Good ☐ Fair ☐ Poor
☐ Not Available

11. Are you generally satisfied with the training that you received at this school?
    - ☐ Very satisfied
    - ☐ Satisfied
    - ☐ Dissatisfied
    - ☐ Very dissatisfied

12. Would you recommend the adult educatio program at this school to others?
    - ☐ Yes
    - ☐ No

Go on to question 13 inside

Question 13 →

13. What was your major reason for enrolling in the adult education program at this school?

(Select one response A, B, C or D below and then answer the questions under it.)

A

A☐ To learn a skill for a leisure interest, a hobby, or to make home improvements.

14. Since completing the vocational course or courses at this school have you enrolled in an advanced training program in a field related to your coursework?

☐ Yes

If yes, skip to column C question 14

☐ No

15. Since completing the vocational course or courses at this school have you taken a job in a field related to your training?

☐ Yes

If yes, skip to column D question 14

☐ No

16. Since completing the vocational course or courses at this school have you considered any form of employment related to your training?

☐ Yes

☐ No

If yes, indicate any of the following possibilities you have considered?

☐ As an alternative to my present job

☐ As a part-time or second job

☐ As a retirement job

☐ As a full-time or part-time job (if unemployed now)

☐ Other (specify) ____________________

____

17. Do you plan to enroll in further training in the occupational field of your coursework?

☐ Yes, in the near future

☐ Perhaps, have not made definite plans

☐ No, I am not planning to

B

B☐ To improve (upgrade or update) job skills in an occupation in which I had previous training or in which I was employed at the time.

14. At the time that you enrolled at this school, what was your employment status?

☐ Employed

If employed, skip to question 17

☐ Unemployed

15. If you were unemployed, how long has it been since you last had a job in this occupational field?

☐ Less than one year

☐ One to three years

☐ Three to five years

☐ Over five years

☐ Have never had a job in the field of my training

16. Have you been employed since completing your course or courses in the adult education program at this school?

☐ Yes

If yes, skip to column D question 15

☐ No

If no, skip to question 18

17. If you were employed, did you enroll in further training because your employer required or suggested it?

☐ Yes

☐ No

18. Do you feel that the training at this school helped you to improve your job skills?

☐ Yes, helpful

☐ Somewhat helpful

☐ No, not helpful

19. How did the training at this school relate to the specific skills you needed or wanted to learn?

☐ Most of the training was related to my needs

C

C☐ To prepare for an advanced training program or college.

14. After completing the training at this school, did you enroll in an advanced program?

☐ Yes

☐ No

If no, skip to question 17

If yes, indicate the kind of advanced program in which you enrolled?

☐ An apprenticeship program

☐ A one year certificate or diploma program in a technical, vocational or business school

☐ A two year Associate Degree program

☐ A four year Bachelor's Degree program

15. Do you feel that the training you received in the adult education program at this school helped you in your advanced program?

☐ Very helpful

☐ Somewhat helpful

☐ Not very helpful

16. How do you feel that you are doing in your advanced training program compared to your present classmates.

☐ Better than most

☐ About the same as most

☐ Not as good as most

Skip to question 28 on back page

17. If not enrolled in further training have you been employed since leaving this school?

☐ Yes

If yes, go on to question 18

☐ No

If no, skip to question 19

D

D☐ To learn the basic skills to get a job or to change jobs.

14. Since completing your training at this school, have you been employed?

☐ Yes

☐ No

If no, skip to question 26 on back page

15. Have you been employed in an occupation related to your training at this school?

☐ Yes

☐ No

If no, skip to question 25 on back page

16. How many employers did you contact while trying to find this job?

☐ One

☐ Two to three

☐ Four to five

☐ Six or more

17. How did you find this job?

☐ Found the job on my own

☐ Family or friends helped me

☐ State or local employment agency

☐ A private employment agency

☐ A counselor or teacher at this school helped me

☐ Other (specify) ____________________

____

18. Did you move to another area or out of state to find this job?

☐ Yes

☐ No

If yes, indicate how you felt about moving:

☐ Did not really want to move

☐ Did not mind moving

☐ Wanted to move

Skip to question 28 on back page

☐ Some of the training was related to my needs

☐ Most of the training did not relate to my needs

20. What is your present employment status?

☐ Unemployed

If unemployed, skip to question 23

☐ Employed

21 If employed, are you working for the same employer as when you enrolled at this school?

☐ Yes

☐ No

If no, does your present job represent an advancement or better working conditions?

☐ Yes

☐ No

22. Indicate any benefits you have received as the result of training taken at this school:

☐ More job security

☐ Better working conditions

☐ Increased wages

☐ Higher position

☐ More responsibility

☐ More opportunity for advancement

☐ No benefits related to training

Skip to question 28 on back page

23. If you have been unemployed since completing the training at this school, have you been enrolled in an advanced training program or college?

☐ Yes

If yes, skip to column C question 14

☐ No

24. If you have been unemployed since completing the training at this school, indicate the reason:

☐ Marriage or full-time homemaking

☐ Medical reasons or physical handicap

☐ Retired and not planning to work

☐ Joined military full-time

☐ Laid off

☐ Unable to find a job

☐ Other (specify) ____________________

____

Skip to question 28 on back page

18. Did you take a job related to your training in the adult education program at this school?

☐ Yes

If yes, skip to column D question 16

☐ No

If no, indicate the reason:

☐ Could not find a job in this occupation

☐ Needed more training to get a job in this occupation

☐ Developed new interests

☐ Found I could make more money in another occupation

☐ Did not like this occupational field

☐ Other (specify) ____________________

____

Skip to question 28 on back page

19. If you have not been employed since leaving this school, indicate the one most important reason:

☐ Marriage or full-time homemaking

☐ Medical reasons or physical handicap

☐ Retired and not planning to work

☐ Joined military full-time

☐ Planning to enroll in full-time advanced training program

☐ Unable to find a job

☐ Other (specify) ____________________

____

Skip to question 28 on back page

19. Was this job full-time or part-time?

☐ Full-time (30 hours or more per week)

☐ Part-time (less than 30 hours per week)

If part-time indicate your reason for taking a part-time job:

☐ Not interested in working full-time

☐ Homemaking or child care duties

☐ Medical reasons or physical handicap

☐ Can only work part-time because of retirement benefits

☐ Unable to find a full-time job

20. What were your starting wages on this job? (before deductions)

☐ $2.49 or less per hour

☐ $2.50 to $3.49 per hour

☐ $3.50 to $4.49 per hour

☐ $4.50 to $5.49 per hour

☐ $5.50 or more per hour

21. What was the most serious problem you had when you first began working on this job? (check only one)

☐ Could not perform certain tasks

☐ Too slow at some tasks

☐ Had trouble deciding which tasks were most important

☐ Could not manage time efficiently

☐ Had trouble getting along with my supervisor

☐ Had trouble getting along with other workers

☐ Had no serious problems

22. How satisfied were you with this job?

☐ Very Satisfied ☐ Somewhat Satisfied ☐ Not Satisfied

23. How does your training compare to that of other employees on this job?

☐ Better than most

☐ About the same as most

☐ Not as good as most

Skip to question 28 on back page

24. Are you presently employed on this job?

☐ Yes

☐ No

Go on to question 25 on back page

25. If you have been employed but not in an occupation related to your training at this school, indicate your reason for changing fields:

☐ Could not find a job in this occupation

☐ Needed more training to get a job in this occupation

☐ Developed new interests

☐ Found I could make more money in another occupation

☐ Did not like this occupational field

☐ Other (specify) ______________

____

Skip to question 28

26. If you have been unemployed since completing the training at this school, have you been enrolled in an advanced training program or college?

☐ Yes

If yes, go back to column C question 14

☐ No

27. If you have been unemployed since completing the training at this school, indicate the reason:

☐ Marriage or full-time homemaking

☐ Medical reasons or physical handicap

☐ Retired and not planning to work

☐ Joined military full-time

☐ Unable to find a job

☐ Other (specify) ______________

____

Skip to question 28

28. What is the one most important reason that you chose this school? (select one)

☐ This school is conveniently located

☐ Familiar, went to high school there

☐ Offered the courses I wanted or needed

☐ My friends were going to this school

☐ Could not afford other schools

☐ This school has a reputation of being friendly and helpful

☐ This school has a reputation of getting people jobs

☐ Other (specify) ______________

____

29. How did you find out about the adult courses offered at this school?

☐ Newspaper

☐ Radio

☐ T.V.

☐ From friends

☐ From my employer

☐ A brochure or pamphlet

☐ Other (specify) ______________

____

30. What courses which are not offered now would you like to take at this school?

____

____

____

Thanks for your help.

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